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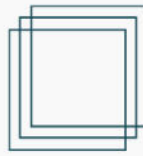
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**INFORMATION SYSTEM FOR NEW STUDENT ADMISSIONS ONLINE AT
SMP HANG TUAH 5 CANDI SIDOARJO BASED ON A WEBSITE**

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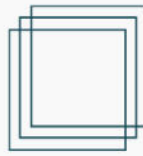
Abstract

Junior high Hang Tuah 5 temples of Sidoarjo is a school that it's in the TNI-AL Block Housing area BXVI No 18 temple sidoarjo. Junior high hang tuah 5 temples of sidoarjo have an academic activity of receiveng new learners but still has a shortage in the system. Thisreasearch therrefore determined to develop a systems.Banu's guidance application is onle basedon a website,that able to mange registration,selection and announcement. The result of a new learner's receiving information system can give young ones access. The process information for the acquisition of new learners is more effective and efficient.

Keyword: information system, PSB, Hang Tuah Junior Hight Scholl

I. PENDAHULUAN

Sekolah Menengah Pertama (SMP) Hang Tuah 5 Candi Sidoarjo meupakan sekolah swasta yang diselenggarakan dan dibina oleh Yayasan Hang Tuah Cabang Surabaya dan bernaung dibawah payung besar TNI- AL [1]. Pendaftaran peserta didik baru merupakan kegiatan yang dilakukan tahunan yang dialami oleh instansi pendidikan baik instansi negeri maupun swasta. Proses penerimaan peserta didik baru merupakan satu kegiatan yang menunjang kegiatan belajar. Pada SMP Hang Tuah 5 telah mempunyai sistem penerimaan peserta didik baru dengan cara mengunduh formulir pendaftaran dan memberikan berkas pendaftaran kepada pihak pegawai yang mengelola pendaftaran. Melihat kondisi tersebut penulis tertarik ingin mengembangkan “ Sistem Informasi Penerimaan Peserta Didik Baru Secara Online Di SMP Hang Tuah 5 Candi Sidoarjo Berbasis Website”. Dengan adanya sistem informasi peserta didik ini sebagai sarana peningkatan informasi lebih mudah dan peserta didik tidak perlu bersusah payah datang ke sekolah untuk verifikasi data dan dapat memudahkan pihak sekolah dalam pemrosesan data peserta didik baru .



METODE

2.1 Sekolah Menengah Pertama (SMP)

Sekolah menengah pertama merupakan jenjang setelah sekolah dasar. Siswa siswi sekolah menengah pertama juga mengikuti ujian nasional yang menjadi salah satu syarat dalam tingkat kelulusan. [2]

2.2 Sistem Informasi

Sistem informasi mempunyai tujuan untuk memberikan informasi perencanaan dalam pengorganisasian. sekumpulan data informasi untuk mendukung kelancaran informasi. Sistem informasi menjadi suatu sistem informasi yang digunakan untuk memecahkan masalah maupun dalam pengambilan keputusan, dan suatu aturan yang diolah untuk menghasilkan data. [3]

2.3 Pendaftaran Peserta Didik Baru

Pendaftaran merupakan unsur dari sebuah lembaga pendidikan baik dari SD, SMP maupun SMA atau SMK yang dilakukan untuk pendaftaran sekolah yang akan ditempuh. [4]

2.4 Nilai Ujian Nasional

Nilai ujian nasional merupakan ujian yang dilakukan atas kemampuan dalam ujian yang telah dilaksanakan. Ujian nasional merupakan suatu prestasi yang diperoleh seseorang dalam kemampuan yang dapat berkembang di waktu ke waktu karena adanya proses pembelajaran yang telah dilaksanakan di tiap-tiap sekolah. [5]

2.5 Nilai Akademik

Nilai akademik merupakan suatu kemampuan dalam melakukan pembelajaran yang ada disekolah. Prestasi akademik yang dapat diperoleh dari nilai ataupun menggunakan tes. [6]

2.6 PHP

Merupakan sever side scripting yang ada di HTML. PHP memiliki kelebihan pada pembuatan script sever-side yang dapat dilakukan dalam pengumpulan data dari form yang menghasilkan isi halaman web yang dinamis dan kemampuan dalam mengirim maupun menerima web. [7]

2.7 Database

Database merupakan kumpulan data yang berupa suatu tabel-tabel data yang merupakan suatu kumpulan kolom yang terstruktur dalam sebuah database. Database juga dapat menambah data, mengakses data dan memproses data yang telah tersimpan. [8]

2.8 MySQL

MySQL merupakan perangkat lunak dalam manajemen basis data yang digunakan dalam linux, yang mempunyai konsep pengoperasian database untuk pemilihan dan penyeleksian data yang dapat secara otomatis. [9]

2.9 Internet

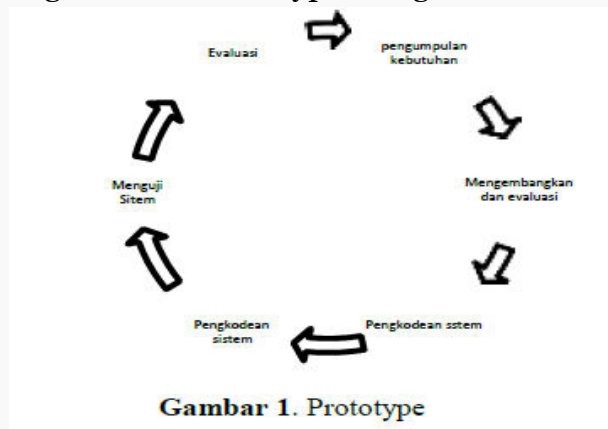
Internet adalah suatu bentuk interkoneksi dalam suatu jaringan komputer yang dapat menyajikan suatu informasi yang lengkap. Jaringan komputer yang berkaitan dengan yang lainnya secara fisik dan memiliki pengetahuan untuk menganalisis protokol IP dan

Transmission Control Protocol sistem yang sederhana mengenai komputer satu dengan lainnya yang saling terhubung dan menghasilkan pertukaran informasi. [10]

HASIL DAN PEMBAHASAN

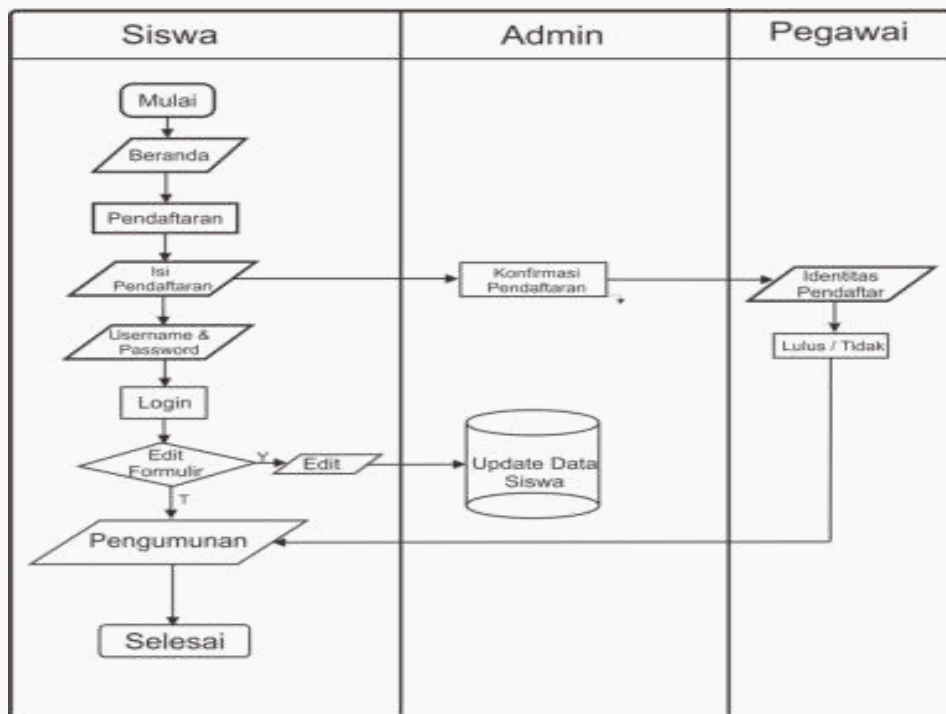
Analisa Kebutuhan Sistem

Disini akan dijelaskan mengenai suatu perencanaan sistem. Tahapan sistem untuk mendapatkan suatu website untuk melakukan pendaftaran secara online dengan menggunakan pengembangan sistem Prototype sebagai berikut:



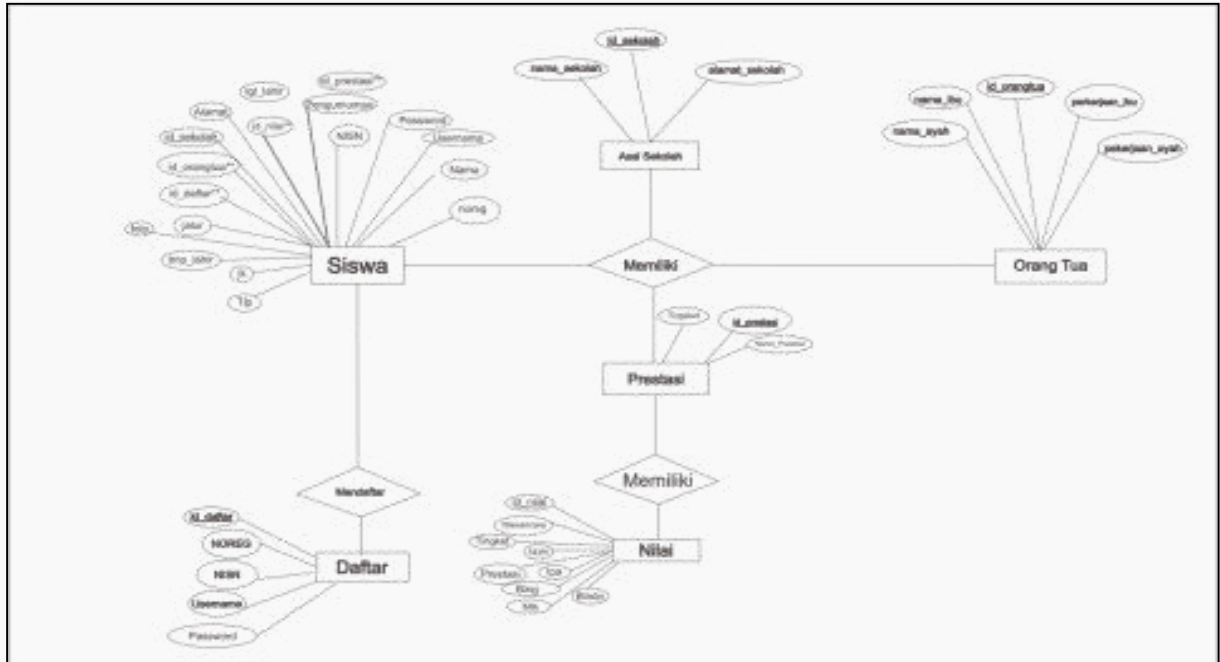
3.1 Flowchart Sistem

Untuk memudahkan dalam proses pembuatan sistem ini diperlukan langkah-langkah program yang berupa flowchart sehingga memudahkan dalam melakukan tahapan-tahapan sistem informasi ini.



3.2 Rancangan ERD (Entity Relationship Diagram)

Berikut ini perancangan ERD dalam sistem Hang Tuah 5 Candi Sidoarjo Berbasis Website:

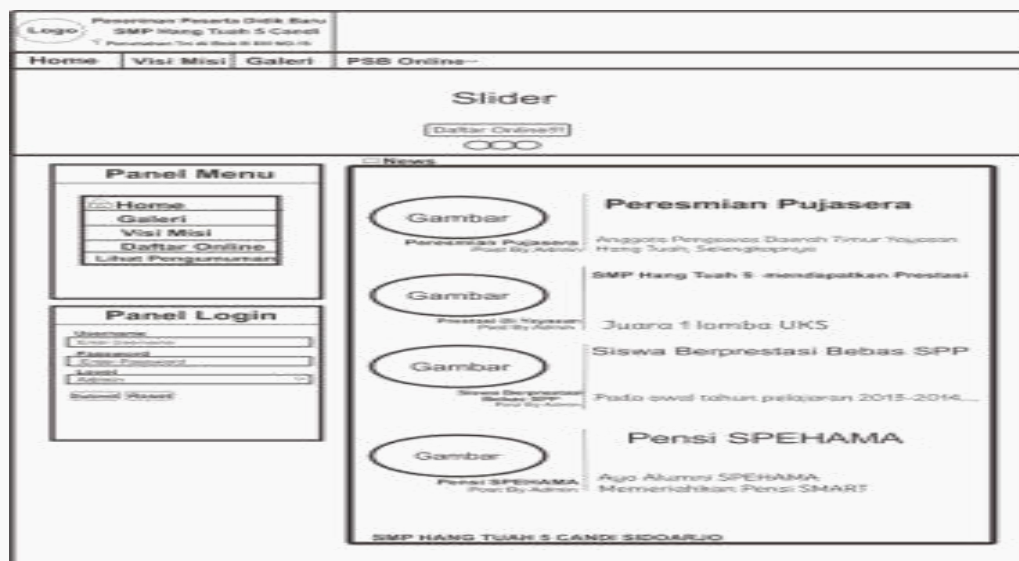


Gambar 3. Entity Relationship Diagram (ERD)

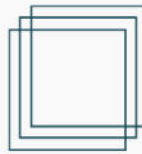
3.3 Perancangan User Interface

3.3.1 Perancangan Halaman Beranda

Halaman ini menjelaskan tampilan awal web aplikasi.

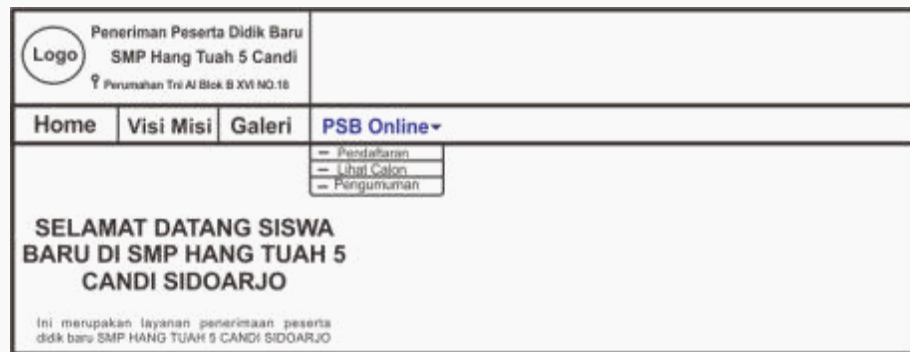


Gambar 4. Tampilan Beranda



3.3.2 *Perancangan PSB Online*

Pada halaman ini adalah halaman melihat pendaftaran, lihat calon dan pengumuman.



Gambar 5. Tampilan PSB Online

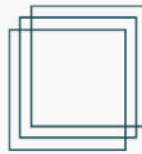
3.3.3 *Perancangan PSB Pendaftaran*

Halaman ini adalah formulir pendaftaran yang akan melakukan registrasi dan mengisi formulir pendaftaran.

Gambar 6. Tampilan PSB Pendaftaran

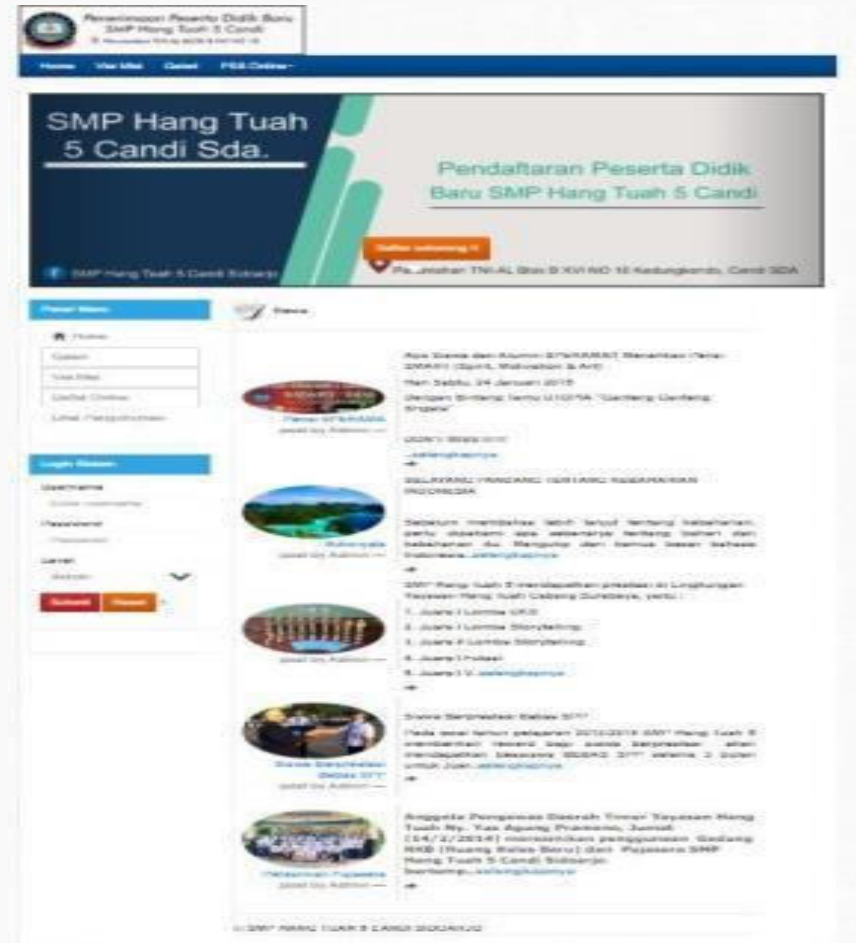
3.4 *Pembahasan dan Hasil*

Setelah melakukan perencanaan pada sebelumnya terkait data-data yang telah di olah pada Sekolah Hang Tuah 5 Candi Sidoarjo Berbasis Website maka dapat diambil hasil sebagai berikut:



3.4.1 Halaman Beranda

Halaman ini merupakan tampilan awal web.



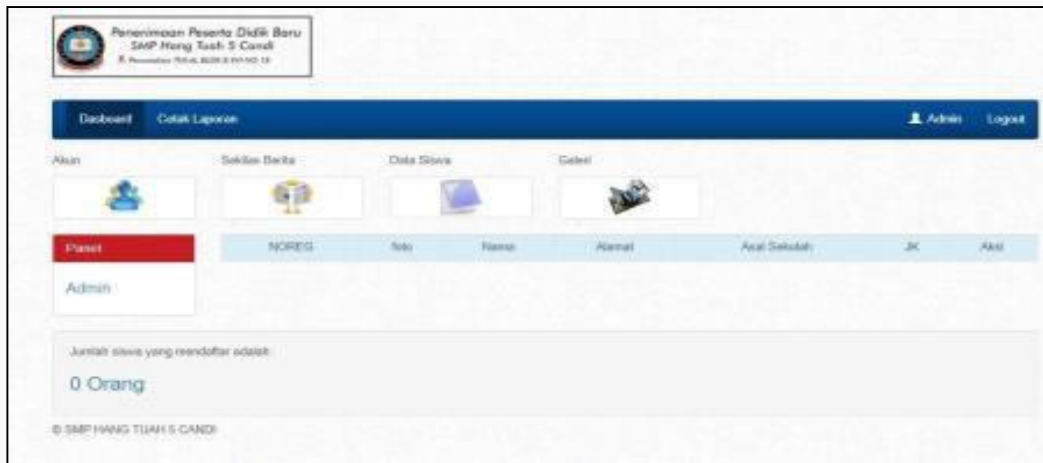
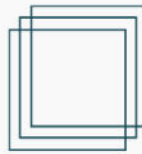
Gambar 7. Beranda

3.4.2 Halaman Login Admin

Pada halaman ini berfungsi untuk proses login terlebih dahulu, admin akan mengelola data siswa yang telah mendaftar.



Gambar 8. Login Admin

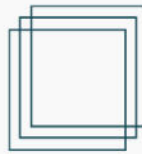


Gambar 9. Data Siswa

3.4.3 Halaman Form Pendaftaran

Halaman ini merupakan suatu form pendaftaran siswa yang dibutuhkan untuk sekolah.

Gambar 10. Formulir Pendaftaran



3.4.4 *Halaman Form Nilai NUN*

Halaman ini berisikan nilai ujian nasional yang dihasilkan oleh calon siswa baru.

Gambar 11. Nilai NUN

3.4.5 *Halaman Pilih Jalur*

Halaman ini untuk pemilihan jalur masuk pendaftaran siswa.

Gambar 12. Pilih Jalur

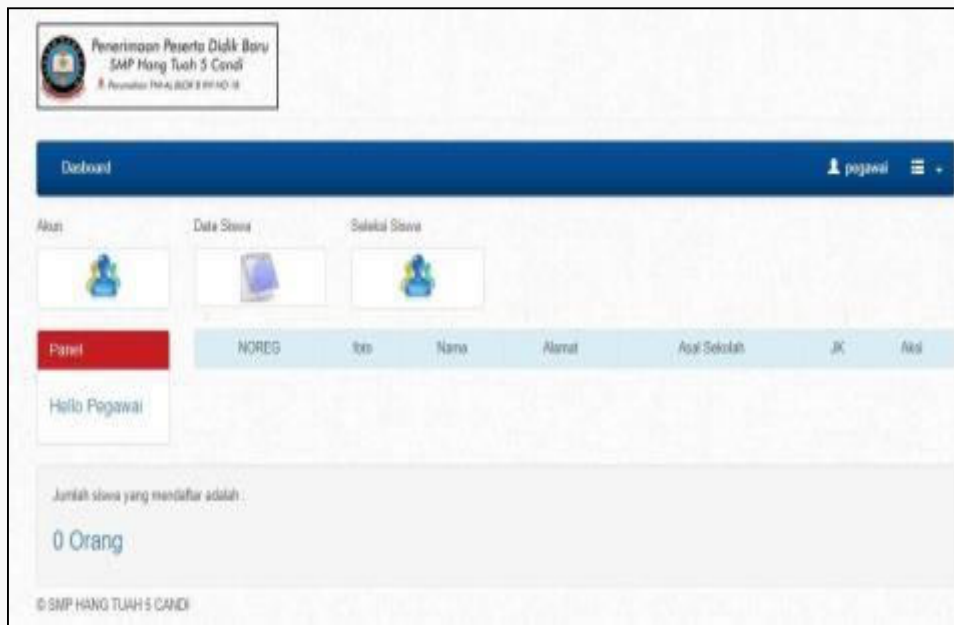
3.4.6 *Halaman Form Lihat Calon*

Halaman ini untuk melihat data calon siswa baru.

Gambar 13. Lihat Calon

3.4.7 *Halaman Seleksi Siswa*

Pada halaman ini berfungsi untuk proses penyeleksian data siswa yang telah mendaftarkan diri.



Gambar 14. Seleksi Siswa

3.1.1 *Halaman Cetak Laporan*

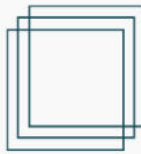
Halaman ini pencetakan laporan data siswa tentang pengumuman penyeleksian.



Gambar 15. Cetak Laporan

3.1.1 *Halaman Pengumuman*

Halaman pengumuman ini menjelaskan tentang informasi penerimaan siswa baru yang telah dilakukan penyeleksian data siswa.



Gambar 16. Pengumuman

KESIMPULAN

Kesimpulan

Kesimpulan yang ada dalam pembuatan sistem sebagai berikut:

1. Website penerimaan siswa baru ini berjalan dengan baik, dan dapat mempermudah calon siswa dalam melakukan pendaftaran pada sistem di SMP Hang Tuah 5 Candi Sidoarjo.
2. Website ini dapat membantu mengatasi kesalahan data yang di inputkan secara manual dalam pendataan siswa baru.

Saran

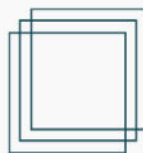
Untuk pengembangan aplikasi untuk dimasa yang akan datang, maka saran yang diberikan sebagai berikut:

1. Pada saat melakukan pendaftaran siswa disarankan untuk menginputkan data dengan benar yang sesuai dengan hasil yang didapat di dalam sekolah dasar.
2. Sistem website ini dapat dikembangkan lagi kedalam program Android.

UCAPAN TERIMA KASIH

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6. Bapak/Ibu dosen serta staf di Universitas Muhammadiyah Sidoarjo



**GO-JEK AND GRAB DRIVER'S INCOME IN SIDOARJO REGENCY BEFORE
AND DURING THE COVID-19 PANDEMIC**

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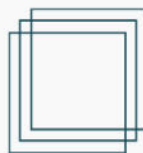
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Abstract

The purpose of this study is to determine how the income of Go-Jek and Grab drivers in the Sidoarjo before and at the time of the Covid-19 pandemic. Based on the problem formulation, the method used is qualitative. This type of research is a phenomenology. The data was collected by means of survey techniques, interviews, documentation. This study uses primary data in the form of interviews. Interviews were conducted with 4 respondents, consisting of 2 Go-Jek drivers and 2 Grab drivers. The results showed that there was a significant decrease in income during the Covid-19 pandemic by 30% to 50% compared to before the pandemic. Factors that influence the level of income other than pandemic, include: number of orders, distance, working hours, and points earned by drivers.

Keywords - Income, Go-Jek, Grab, Pandemic

Abstrak. Penelitian ini bertujuan untuk mengetahui bagaimana pendapatan driver Go-Jek dan Grab di Kabupaten Sidoarjo sebelum dan pada masa pandemi Covid-19. Berdasarkan rumusan masalah yang ada, metode yang digunakan adalah kualitatif. Jenis penelitian ini adalah fenomenologi. Teknik pengumpulan data dilakukan dengan survey, wawancara, dan dokumentasi. Jenis data yang digunakan adalah data primer yang berupa hasil wawancara. Wawancara dilakukan kepada 4 informan kunci, yang terdiri dari 2 driver Go-Jek dan 2 driver Grab. Hasil penelitian menunjukkan bahwa terjadi penurunan pendapatan yang cukup signifikan di masa pandemic Covid-19 sebanyak 30% hingga 50% dibandingkan dengan sebelum terjadi pandemi. Faktor yang memengaruhi tinggi rendahnya pendapatan selain pandemic antara lain : banyaknya pesanan, jarak, jam kerja, dan poin yang didapat driver.



Kata kunci - Pendapatan, Go-Jek, Grab, Pandemi

I. PENDAHULUAN

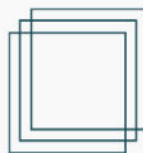
Era industri 4.0 merupakan fenomena dimana segala sesuatu sangat erat kaitannya dengan teknologi. Segala kebutuhan dapat diakses dengan cepat, juga hemat waktu dan hemat tenaga. Manfaat ini dapat dirasakan oleh seluruh lapisan masyarakat dengan hanya membutuhkan jaringan internet. Fenomena ini sejalan dengan perkembangan pesat bisnis transportasi di Indonesia. Start-up di bidang transportasi yang sedang meledak di Indonesia adalah Go-Jek dan Grab. Transportasi online yaitu, layanan pengiriman berbasis internet dalam semua transaksi, mulai dari pemesanan, memantau rute, membayar, dan mengevaluasi layanan itu sendiri [1].

Dari segi jumlah jasa yang disediakan, Go-Jek memiliki penawaran jasa yang lebih banyak dibanding Grab. Dari survey yang dilakukan oleh KKI menunjukkan bahwa konsumen yang memilih layanan Go-Jek memiliki hasil presentase lebih tinggi yaitu mencapai 36%, sedangkan konsumen pengguna layanan Grab sebesar 32%, dan konsumen yang menggunakan layanan keduanya sebesar 32%.

Dilihat dari respon konsumen yang cukup besar tersebut, membuka peluang pekerjaan untuk menjadi mitra driver pada kedua perusahaan itu. Selain waktu bekerja yang lebih fleksibel, menjadi driver juga bisa mendapat penghasilan yang menjanjikan. Kedua perusahaan tersebut sama-sama memiliki kebijakan sistem poin dan bonus untuk para drivernya. Poin dan bonus diberikan berdasarkan kinerja dan jumlah perjalanan yang diselesaikan driver setiap harinya. Selain itu, driver juga masih bisa mendapat penghasilan tambahan dari uang tip yang diberikan konsumen secara pribadi. [2] mengatakan bahwa semakin banyak jam kerja yang dicurahkan berarti semakin produktif pekerjaan tersebut.

Faktor-faktor yang memengaruhi besar kecilnya pendapatan driver pengemudi online yaitu dari segi penambahan pendapatan meliputi banyaknya pengambilan orderan masuk, banyaknya poin yang didapat yang nantinya dapat dilakukan penarikan berupa uang tunai. Sedangkan dari segi pengurangan pendapatan meliputi deposit saldo, potongan penghasilan dari perusahaan Go-Jek, biaya bensin, biaya makan, dan biaya pulsa [3].

Kota Sidoarjo merupakan salah satu kota dengan perkembangan ekonomi yang cukup pesat. Sentra industri sudah banyak tersebar di Kota Sidoarjo. Industri yang semakin berkembang juga berpengaruh terhadap penghasilan masyarakat sekitarnya. Penghasilan (income) adalah peningkatan fungsi perekonomian semasa satu periode akuntansi dalam bentuk pendapatan atau penambahan aset atau penurunan kewajiban (hutang) yang menyebabkan

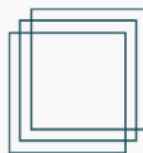


penambahan modal yang tidak berasal dari peran penanam modal [4]. Tingkat perekonomian yang tinggi membuat kebutuhan hidup sehari-hari juga semakin tinggi. Salah satu lembaga penelitian non-pemerintah yang bernama PRAKARSA pada tahun 2018 melakukan penelitian tentang pendapatan driver ojek online. Hasil penelitian tersebut menyatakan bahwa 43% pendapatan kotor pengemudi ojek online hanya berkisar Rp 2-4juta perbulan. Pendapatan ini apabila dikonversi ke pendapatan bersih ternyata tidak begitu signifikan. Hal ini dikarenakan berbagai pengeluaran operasional harus ditanggung sendiri oleh driver. Jika melihat dari pendapatan bersihnya, sebagian besar turun 50% menjadi Rp 1-2juta perbulan [5].

Terjadinya pandemi Covid-19 di Indonesia juga sangat mempengaruhi pendapatan driver GOJEK dan GRAB, karena sejak diberlakukannya aturan PSBB (Pembatasan Sosial Berskala Besar) di beberapa kota/kabupaten di Indonesia maka dihapus juga layanan mengangkut penumpang hingga PSBB di berhentikan. Selain itu tragedi pandemi Covid-19 ini membuat ekonomi di Indonesia juga menurun drastis karena banyak perusahaan yang merumahkan/memberhentikan karyawannya sebab perusahaan tidak berjalan normal akibat adanya Covid-19 di Indonesia. Serta banyak kantor/intansi pemerintah dan swasta serta sekolah, mulai dari taman kanak-kanak hingga perguruan tinggi banyak yang diliburkan semenjak terjadinya pandemi Covid-19 di Indonesia. Hal ini tentu sangat berdampak dengan pendapatan driver GOJEK dan GRAB, selain itu pihak aplikasi GOJEK maupun GRAB juga memberlakukan aturan/skema yang berbeda saat terjadinya pandemi covid19 di Indonesia.

Dilansir dari okezone.com, pandemi Covid-19 telah memukul semua lini kehidupan dan kegiatan masyarakat Indonesia, termasuk juga pada profesi ojek online (ojol). Berdasarkan data yang didapat dari Komunitas Gabungan Aksi Roda Dua (GARDA), pendapatan pengemudi ojol menurun sangat signifikan hingga 70-90% [6].

Berdasarkan fenomena, dukungan teori, dan research gap diatas peneliti tertarik untuk meneliti kembali perbandingan pendapatan Go-Jek dan Grab di Kabupaten Sidoarjo. Pembaharuan dari penelitian sebelumnya adalah pada penelitian ini menambahkan subyek penelitian yaitu driver Grab dan lokasi penelitian di Kabupaten Sidoarjo dengan kondisi sebelum dan pada masa pandemic Covid-19. Oleh karena itu peneliti tertarik untuk melakukan penelitian dengan judul “Pendapatan Driver Go-Jek Dan Grab Kabupaten Sidoarjo Sebelum Dan Pada Masa Pandemi Covid-19”.



II. METODE

A. Pendekatan Penelitian

Penelitian ini menggunakan penelitian kualitatif dengan pendekatan fenomenologi. Studi fenomenologi merupakan penelitian yang bertujuan untuk mengungkapkan apa yang menjadi realitas dan pengalaman yang dialami individu, mengungkapkan dan memahami sesuatu yang tidak nampak dari pengalaman subjektif individu [7]

B. Fokus Penelitian

Fokus penelitian dibuat untuk menentukan batasan masalah yang akan diteliti yang berfungsi sebagai panduan dalam pembahasan hasil penelitian yang ditemukan. Fokus dalam penelitian ini yaitu pendapatan driver Go-Jek dan Grab pada masa sebelum dan sesudah terjadi pandemi Covid-19 di Kabupaten Sidoarjo.

C. Jenis dan Sumber Data

Jenis data pada penelitian ini menggunakan jenis data primer dan sekunder, Data primer yaitu sebuah data yang didapatkan secara langsung, sedangkan data sekunder merupakan sebuah data yang didapatkan melalui sumber-sumber yang sudah ada sebelumnya [8]. Data primer didapatkan dari hasil wawancara dengan responden dan observasi, sedangkan data sekunder didapatkan dari referensi jurnal maupun penelitian sebelumnya. Dalam penelitian kualitatif, sumber data yang berupa manusia (narasumber) yang menjadi pemberi informasi. Sumber data dalam penelitian ini adalah para driver GO-JEK dan para driver GRAB di kabupaten Sidoarjo.

D. Teknik Pengumpulan Data

1. Wawancara

Adapaun informan untuk *driver* Go-Jek,
diantaranya yaitu :

1. M. Sholeh
2. Gatot Nurwibowo

Adapaun informan untuk *driver* Grab,
diantaranya yaitu :

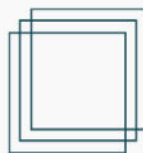
1. Widi Agung
2. Zidan Ahmad

1. Observasi

2. Dokumentasi

D. Uji Keabsahan Data

Menurut [9], pada penelitian kualitatif uji kredibilitas dilakukan untuk mendapat data yang akurat dengan melakukan penilaian kebenaran atas data penelitian. Triangulasi digunakan



untuk menguji kredibilitas data. Triangulasi adalah proses uji keabsahan data untuk meyakinkan peneliti bahwa data yang diperoleh telah dikonfirmasi pada sumber, teori, metode dan antar peneliti yang lain dalam waktu yang berbeda.

E. Teknik Analisis

[10] mengatakan bahwa teknik analisis data adalah proses pencarian dan pengolahan secara teratur data penelitian yang didapat melalui wawancara, observasi, dan dokumentasi serta mendapatkan hasil yang bisa dipahami oleh orang lain. Terdapat 4 (empat) prosedur perolehan data yang digunakan dalam teknik analisis yaitu :

1. Koleksi Data
2. Reduksi Data
3. Penyajian Data
4. Verifikasi Data
- 5.

III. HASIL DAN PEMBAHASAN

1. Jumlah pesanan yang Diterima Driver Go-Jek dan Grab

Setiap harinya, pesanan yang masuk pada masing-masing akun driver tentu berbeda. Namun satu dengan yang lainnya juga tidak jauh berbeda. Seperti yang dipaparkan driver Go-Jek ke-1 saat ditanya mengenai pesanan yang dia terima selama 1 hari.

“Sebelum Covid-19 biasa saya menyelesaikan rata-rata 10 order, pada masa Covid-19 saya biasa menyelesaikan rata-rata 8-9 order”. (Driver Go-Jek Ke-1, Wawancara tanggal 25 November 2020, 12:30 WIB).

Jawaban selanjutnya disampaikan oleh informan yang ditemui peneliti, yaitu driver Go-Jek ke-2. Berikut merupakan jawaban mengenai pesanan yang didapat selama 1 hari.

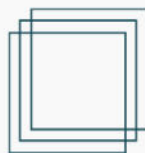
“Sebelum covid saya bisa diatas 10 order, kalau masa Covid-19 ini rata-rata hanya 5 order.” (Driver Go-Jek ke-2. Wawancara tanggal 26 November 2020, 09.00 WIB).

Selanjutnya, peneliti juga menanyakan hal serupa kepada driver Grab ke-1 dengan jawaban sebagai berikut:

“Sebelum covid-19 sekitar rata-rata 10 order, kalau saat pandemi hanya sekitar 7 order.” (Driver Grab ke-1. Wawancara tanggal 27 November 2020, 14.00 WIB).

Selain ketiga informan di atas, peneliti juga bertanya kepada informan yang lain selaku driver Grab ke-2 yang peneliti temui, dan memaparkan jawaban seperti berikut .

“Kalau sebelum pandemi biasanya rata-rata 9-10 order, saat sudah masuk pandemi hanya sekitar 6 order.” (Driver Grab ke-2. Wawancara tanggal 28 November 2020, 15.30 WIB).



Dari pemaparan keempat informan kunci, pesanan yang diterima pada masa sebelum Covid-19 lebih banyak dengan rata-rata di atas 10 order, dibandingkan dengan pada masa Covid-19 dengan rata-rata 5-7 order saja.

2. Layanan Aplikasi yang Diterima Driver Go-Jek dan Grab

Setiap aplikator terdiri dari beberapa layanan. Setiap driver pun juga tidak dapat menerima layanan yang sama dalam satu hari, Seperti yang di paparkan oleh driver gojek ke 1 saat ditanyai mengenai layanan apa yang biasanya diterima dalam satu hari? “Saya biasa mendapat Go-Send, prioritas Go-Send. Kadang diselingi Go-Food dan Go-Ride” (Driver Go-Jek Ke-1, Wawancara tanggal 25 November 2020, 12:30 WIB).

Jawaban selanjutnya disampaikan oleh informan yang ditemui peneliti, yaitu driver Go-Jek ke-2. Berikut merupakan jawaban mengenai layanan yang didapat selama 1 hari.

“Saya sering mendapat layanan Go-Food dan sesekali juga gosend” (Driver Go-Jek ke-2. Wawancara tanggal 26 November 2020, 09.00 WIB).

Selanjutnya, peneliti juga menanyakan hal serupa kepada driver Grab ke-1 dengan jawaban sebagai berikut:

“Biasanya saya dapat Grab-Food dan Grab Express, kadang-kadang juga Grab-Bike” . (Driver Grab ke-1. Wawancara tanggal 27 November 2020, 14.00 WIB).

Peneliti juga bertanya kepada informan yang lain selaku driver Grab ke-2 yang peneliti temui, dan memaparkan jawaban seperti berikut .

“Saya paling sering dapat Grab Food, kadang-kadang juga Grab-Bike” (Driver Grab ke-2. Wawancara tanggal 28 November 2020, 15.30 WIB).

Dari penjelasan keempat informan kunci, layanan yang diterima setiap driver tentu berbeda dalam satu hari. Baik itu dari driver gojek ataupun dari driver grab

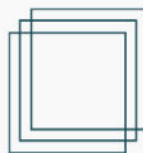
3. Jarak yang Ditempuh dari Setiap Pesanan

Setiap pesanan yang didapat driver, jarak yang ditempuh juga berbeda untuk setiap driver terutama untuk layanan antar barang dan penumpang,

Berikut penjelasan yang disampaikan dari driver gojek ke 1 selama wawancara berlangsung: “Saya biasa mengantar pesanan di atas 10km (Go-Send) jarak jauh” (Driver Go-Jek Ke-1, Wawancara tanggal 25 November 2020, 12:30 WIB).

Jawaban yang lain disampaikan oleh driver Go-Jek Ke-2, yang mengatakan :

“Biasanya saya sering dapat jarak-jarak dekat di bawah 5km.” (Driver Go-Jek ke-2. Wawancara tanggal 26 November 2020, 09.00 WIB).



Selanjutnya pertanyaan yang sama diajukan kepada driver Grab Ke-1, dengan jawaban sebagai berikut.

“Rata-rata 5-10 km.” (Driver Grab ke-1. Wawancara tanggal 27 November 2020, 14.00 WIB). Jawaban selanjutnya disampaikan oleh driver Grab Ke-2. Berikut jawaban yang disampaikan driver Grab Ke-2.

“Rata-rata tidak terlalu jauh, sekitar 5-8 km.” (Driver Grab ke-2. Wawancara tanggal 28 November 2020, 15.30 WIB).

4. Lama Bekerja Driver Selama 1 Hari

Driver yang mengaktifkan aplikasi lebih lama berkemungkinan untuk mendapatkan pesanan masuk lebih banyak. Lama tidaknya driver mengaktifkan aplikasinya pun juga berbeda-beda karena aplikasi dapat diaktifkan dan dimatikan secara manual sesuai kehendak driver masing-masing.

Seperti yang disampaikan driver Go-Jek ke-1 mengenai lama bekerja setiap harinya.

“Saya biasa bekerja dari pukul 07.00 sampai 21.00.” (Driver Go-Jek Ke-1, Wawancara tanggal 25 November 2020, 12:30 WIB).

Jawaban yang serupa juga disampaikan oleh driver Go-Jek ke-2, yang mengatakan mengenai lama bekerjanya.

“Kira-kira 10 sampai 12 jam.” (Driver Go-Jek ke-2. Wawancara tanggal 26 November 2020, 09.00 WIB).

Informan ketiga juga menjawab mengenai lama bekerja selama 1 harinya yaitu dengan jawaban:

“Sekitar 10 jam.” (Driver Grab ke-1. Wawancara tanggal 27 November 2020, 14.00 WIB).

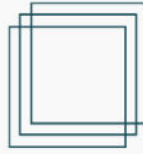
Untuk driver Grab ke-2 mengutarakan jawabannya mengenai lama bekerja selama 1 hari sebagai berikut :

“Saya hanya mengaktifkan aplikasi driver sekitar 8-10 jam saja.” (Driver Grab ke-2. Wawancara tanggal 28 November 2020, 15.30 WIB).

Dari penjelasan masing-masing driver diatas, lama bekerja driver selama 1 hari rata-rata berkisar antara 8-12 jam. Namun waktu tersebut masih dapat digunakan driver secara fleksibel sesuai kebutuhan driver masing-masing.

5. Poin/Berlian yang Didapat Driver Selama 1 Hari

Baik Go-Jek maupun Grab memiliki perbedaan kebijakan poin dan berlian dari setiap layanan yang dijalankan. Untuk poin dari layanan Go-Jek antara 1 hingga 1,5 poin. Untuk berlian dari layanan Grab berkisar antara 8 hingga 16 berlian.



Jumlah poin/berlian yang didapat driver juga berbeda-beda, tergantung jenis layanan yang sering dijalankan driver. Seperti yang dipaparkan oleh driver Go-Jek ke-1 sebagai berikut “Waktu sebelum pandemi saya bisa mendapat poin hingga 20 poin, saat pandemi ini saya mendapat 10 poin sudah lumayan.”. (Driver Go-Jek Ke-1, Wawancara tanggal 25 November 2020, 12:30 WIB).

Jawaban selanjutnya disampaikan oleh informan yang ditemui peneliti, yaitu driver Go-Jek ke-2. Berikut merupakan jawaban mengenai poin yang didapat selama 1 hari. “Sebelum pandemi saya bisa mendapat rata-rata 15 poin, kalau masa pandemi paling banyak 7 poin.” (Driver Go-Jek ke-2. Wawancara tanggal 26 November 2020, 09.00 WIB).

Selanjutnya, peneliti juga menanyakan hal serupa kepada driver Grab ke-1 dengan jawaban sebagai berikut:

“Sebelum pandemi rata-rata 130 berlian, saat pandemi karena bonus sesuai berlian yang didapat hanya sekitar 100-120 berlian.” (Driver Grab ke-1. Wawancara tanggal 27 November 2020, 14.00 WIB).

Selain ketiga informan di atas, peneliti juga bertanya kepada informan yang lain selaku driver Grab ke-2 yang peneliti temui, dan memaparkan jawaban seperti berikut .

“Kalau sebelum pandemi bisa sampai 120, kalau dimasa pandemi rata-rata dibawah 100 berlian.” (Driver Grab ke-2. Wawancara tanggal 28 November 2020, 15.30 WIB).

Dari keempat jawaban driver diatas, seluruh driver mengalami penurunan jumlah layanan disaat pandemi, sehingga poin/berlian yang didapat pun juga cenderung lebih sedikit.

6. Rata-Rata Pendapatan Driver Selama 1 Hari

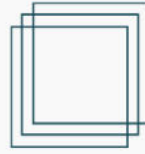
Banyak sedikitnya pendapatan driver dapat dipengaruhi oleh jumlah layanan yang dijalankan dan bonus yang dicapai dari target poin/berlian. Berikut jawaban driber Go-Jek ke-1 mengenai pendapatannya selama 1 hari :

“Waktu sebelum pandemi sekitar 300.000 keatas, pada masa pandemi sekitar dibawah 150.000 – 200.000”. (Driver Go-Jek Ke-1, Wawancara tanggal 25 November 2020, 12:30 WIB).

Jawaban selanjutnya disampaikan oleh informan yang ditemui peneliti, yaitu driver Go-Jek ke-2. Berikut merupakan jawaban mengenai pendapatan yang didapat selama 1 hari.

“Sebelum pandemi pendapatan saya rata-rata 150.000, di masa pandemi pendapatan saya kurang dari 100.000.” (Driver Go-Jek ke-2. Wawancara tanggal 26 November 2020, 09.00 WIB).

Selanjutnya, peneliti juga menanyakan hal serupa kepada driver Grab ke-1 dengan jawaban sebagai berikut:



“Sebelum covid-19 rata-rata 150.000, saat covid-19 dibawah 100.000.” (Driver Grab ke-1. Wawancara tanggal 27 November 2020, 14.00 WIB).

Selain ketiga informan di atas, peneliti juga bertanya kepada informan yang lain selaku driver Grab ke-2 yang peneliti temui, dan memaparkan jawaban seperti berikut .

“Kalau sebelum pandemi rata-rata 100.000, setelah pandemi ini turun dibawah 100.000.” (Driver Grab ke-2. Wawancara tanggal 28 November 2020, 15.30 WIB).

Lagi-lagi bukti bahwa pandemi cukup berpengaruh terhadap ekonomi masyarakat dapat dilihat dari menurunnya pendapatan driver Go-Jek dan Grab berdasarkan wawancara yang dilakukan peneliti.

7. Faktor Pendukung Pendapatan Driver

Bekerja berdasarkan aplikasi tentu tidak bisa menuntut lebih atas kebijakan yang diberikan oleh aplikator. Karena semua telah terintegrasi dengan sistem yang dijalankan oleh pusat. Namun, pendapatan tetap dapat disiasati seperti yang dipaparkan para informan. Yang pertama yaitu driver Go-Jek ke-1 menjelaskan dengan jawaban sebagai berikut:

“Kalau driver mau pendapatan tinggi, jangan pilih-pilih order. Maka order akan lancer. Yang kedua jarak, karena semakin jauh jaraknya semakin tinggi pendapatannya.” (Driver Go-Jek Ke-1, Wawancara tanggal 25 November 2020, 12:30 WIB).

Jawaban selanjutnya disampaikan oleh informan yang ditemui peneliti, yaitu driver Go-Jek ke-2. Berikut merupakan jawaban mengenai faktor besar kecilnya pendapatan yang didapat selama 1 hari.

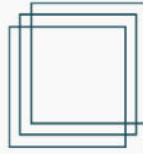
“Bisa berpengaruh dari history akunnya, jika sering membatalkan order, maka akan lebih sedikit mendapat order.” (Driver Go-Jek ke-2. Wawancara tanggal 26 November 2020, 09.00 WIB).

Selanjutnya, peneliti juga menanyakan hal serupa kepada driver Grab ke-1 dengan jawaban sebagai berikut:

“Tergantung jam kerja dan banyaknya ambil order.” (Driver Grab ke-1. Wawancara tanggal 27 November 2020, 14.00 WIB).

Selain ketiga informan di atas, peneliti juga bertanya kepada informan yang lain selaku driver Grab ke-2 yang peneliti temui, dan memaparkan jawaban seperti berikut .

“Bisa karena jarak, karena jika mengantar jarak jauh pendapatannya juga banyak. Tapi saya jarang dapat yang jarak ajuh.” (Driver Grab ke-2. Wawancara tanggal 28 November 2020, 15.30 WIB).



Dari penjelasan diatas, dapat disimpulkan bahwa driver yang lebih rajin akan berpeluang memperoleh pendapatan yang lebih tinggi. Sebaliknya, driver yang cenderung “pilih-pilih” order akan berpengaruh juga terhadap pendapatan yang diperoleh.

8. Dampak Pandemi Dalam Penghasilan Driver

Pandemi memang cukup berpengaruh terhadap sebagian lapisan masyarakat, termasuk para driver ojek online. Driver yang peneliti wawancarapun menyampaikan hal serupa. Seperti yang disampaikan oleh driver Go-jek ke 1 mengenai pandemi yang terjadi sebagai berikut :

“Iya (berpengaruh), karena customer juga ikut berpengaruh keuangannya”. (Driver Go-Jek Ke-1, Wawancara tanggal 25 November 2020, 12:30 WIB).

Jawaban selanjutnya disampaikan oleh informan yang ditemui peneliti, yaitu driver Go-Jek ke-2. Berikut merupakan jawaban mengenai pandemi Covid-19.

“Iya, karena mungkin keadaan ekonomi juga sedang sulit.” (Driver Go-Jek ke-2. Wawancara tanggal 26 November 2020, 09.00 WIB).

Selanjutnya, peneliti juga menanyakan hal serupa kepada driver Grab ke-1 dengan jawaban sebagai berikut:

“Iya, pendapatan cenderung menurun.” (Driver Grab ke-1. Wawancara tanggal 27 November 2020, 14.00 WIB).

Selain ketiga informan di atas, peneliti juga bertanya kepada informan yang lain selaku driver Grab ke-2 yang peneliti temui, dan memaparkan jawaban seperti berikut .

“Iya cukup berpengaruh, mungkin daya beli orang-orang cenderung turun.” (Driver Grab ke-2. Wawancara tanggal 28 November 2020, 15.30 WIB).

Dilihat dari jawaban para driver diatas, pandemi sangat berpengaruh terhadap penghasilan setiap harinya. Mereka merasakan penurunan yang cukup drastis.

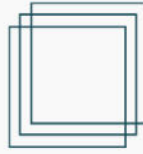
9. Strategi Driver Agar Pendapatan Maksimal

Karena pandemi cukup memengaruhi pendapatan driver, setiap driver tentu memiliki strategi untuk tetap bisa memaksimalkan pendapatan setiap harinya.

Jawaban yang disampaikan driver Go-Jek ke 1 pada saat wawancara mengenai strategi yang dilakukan adalah:

“Biasanya saya berangkat lebih pagi, dan sebisa mungkin tidak membatalkan order”. (Driver Go-Jek Ke-1, Wawancara tanggal 25 November 2020, 12:30 WIB).

Jawaban selanjutnya disampaikan oleh informan yang ditemui peneliti, yaitu driver Go-Jek ke-2. Berikut merupakan jawaban mengenai strategi yang dilakukan.



“Kalau saya sebisa mungkin menjalankan order yang masuk.” (Driver Go-Jek ke-2. Wawancara tanggal 26 November 2020, 09.00 WIB).

Selanjutnya, peneliti juga menanyakan hal serupa kepada driver Grab ke-1 dengan jawaban sebagai berikut:

“Menambah jam kerja dari biasanya.” (Driver Grab ke-1. Wawancara tanggal 27 November 2020, 14.00 WIB).

Strategi-strategi yang disampaikan driver diatas merupakan usaha yang dilakukan driver agar pendapatan yang didapat tidak semakin menurun akibat pandemi yang sedang terjadi. Kondisi yang juga memengaruhi pendapatan driver adalah masa pandemi Covid-19 yang sekarang ini masih berlangsung. Menurunnya daya beli konsumen membuat driver mengalami banyak penurunan pesanan (order). Akibatnya pemasukan semakin berkurang, sedangkan pengeluaran dan kebutuhan setiap bulannya cenderung tetap. Oleh karena itu, terjadinya penurunan drastis jumlah responden yang memperoleh penghasilan di atas UMK Sidoarjo dibandingkan sebelum terjadinya pandemi Covid-19 ini.

Faktor lain yang membuat driver mengalami penurunan penghasilan disamping daya beli konsumen yang menurun adalah adanya perubahan kebijakan mengenai target poin dan bonus yang harus dicapai driver. Berkurangnya banyak pesanan, membuat driver kesulitan untuk mencapai target poin yang ditetapkan pihak aplikator.

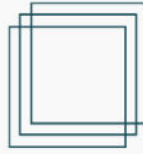
IV. KESIMPULAN

A. Simpulan

Berdasarkan hasil analisis data dan pembahasan sebelumnya, maka berikut yang dapat peneliti simpulkan, yaitu penghasilan driver Go-Jek dan Grab mengalami penurunan pada masa pandemic Covid-19 sebanyak 30% hingga 50%, dibandingkan saat sebelum terjadi pandemi.

Penurunan di masa pandemic Covid-19 terjadi karena efek ketidakstabilan perekonomian yang terjadi akibat pandemi. Ketidakstabilan perekonomian yang cenderung menurun, membuat daya beli konsumen menurun. Daya beli konsumen akan berpengaruh terhadap banyak sedikitnya pesanan yang akan diterima driver Go-Jek dan Grab.

Selain karena faktor pandemic yang sedang terjadi, ada beberapa faktor yang memengaruhi banyak sedikitnya pendapatan yang diterima pekerja driver ojek online, antara lain :



V. KESIMPULAN

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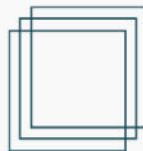
1. Diselesaikan driver, memengaruhi pendapatan setiap harinya. Karena rating yang bagus membuat driver menjadi penilaian prioritas bagi aplikator.
2. Jarak yang ditempuh selama pengantaran. Setiap layanan yang dijalankan memiliki tarif berdasarkan jarak per-kilometernya. Jadi semakin jauh jarak yang ditempuh, akan menambah banyaknya tarif yang akan dibayarkan konsumen kepada driver.
3. Jam kerja driver. Meskipun terkesan fleksibel jam kerja driver tetap memengaruhi banyak sedikitnya pendapatan yang diperoleh. Karena jam kerja yang lebih banyak juga berpeluang bisa menjalankan pesanan.

Poin yang diperoleh. Target poin yang tercapai dalam 1 harinya, akan mendapat bonus sesuai kebijakan. Bonus yang didapat tersebut bisa menambah penghasilan setiap harinya

Besar-kecilnya penghasilan juga dipengaruhi oleh banyak sedikitnya pengeluaran oleh setiap driver. Ditambah dengan adanya pandemi Covid-19 yang membuat daya beli konsumen turun, dan berubahnya kebijakan dari perusahaan (aplikator) mengenai target poin dan bonus juga memengaruhi turunnya penghasilan dari driver Go-Jek maupun Grab

C. Saran

Saran yang dapat diberikan untuk penelitian selanjutnya adalah dengan melakukan wawancara secara merata ke seluruh kecamatan yang ada di Kabupaten Sidoarjo. Penyebaran dilakukan supaya mendapatkan hasil yang maksimal, yaitu bisa mewakili ke seluruh kecamatan yang berada di wilayah Kabupaten Sidoarjo.



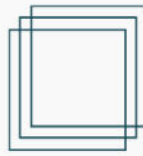
D. Keterbatasan Penelitian

Pada penelitian ini tentunya memiliki keterbatasan. Salah satu keterbatasan yang dialami peneliti adalah teknik mengumpulkan data yang dilakukan dengan cara mewawancarai driver, karena harus benar-benar menjaga protocol kesehatan.

Jumlah driver Go-Jek dan Grab di Kabupaten Sidoarjo yang sangat banyak, namun peneliti tidak bisa mengakses secara langsung jumlah driver dari perusahaan terkait, sehingga peneliti mencoba untuk mencari dan menentukan sendiri tentang jumlah respondennya

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**THE EFFECT OF POP-UP BOOK LEARNING MEDIA ON SCIENCE LEARNING
OUTCOMES OF ELEMENTARY SCHOOL STUDENTS**

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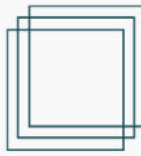
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Abstract

Abstract This research was motivated by an influence of pop-up book media on science subjects in elementary schools. The use of pop-up book learning media can help students think concrete things and can improve science learning outcomes. This study aims to examine how the influence of the use of pop-up book media on elementary school students' science learning outcomes. This study uses a quantitative approach. The type of research used is literature review. The data source in this study is the secondary data theory obtained from the results of research that has been conducted by previous researchers. Methods of data collection using documentation. The data analysis technique in this study used descriptive analysis. The results of this study indicate that the use of pop-up book learning media can assist students in improving science learning outcomes. In addition, pop-up book learning media can help student learning and make it easier for teachers to deliver subject matter.

Keywords - Pop-Up Book Learning Media; Learning outcomes PENDAHULUAN

Pendidikan pada dasarnya adalah upaya untuk membentuk manusia yang berkualitas dan tanggung jawab, sehingga melahirkan generasi tangguh. Menurut Undang-undang Sisdiknas Nomor 20 Tahun 2003 pasal 1 ayat 1 menyatakan bahwa: "Pendidikan adalah suatu usaha sadar yang terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara". Sekolah dasar merupakan jenjang terbawah dari sistem pendidikan nasional untuk mengembangkan sikap dan kemampuan serta memberikan pengetahuan dan keterampilan dasar yang diperlukan untuk hidup dalam masyarakat serta mempersiapkan diri untuk melanjutkan pendidikan selanjutnya.



Salah satu mata pelajaran wajib yang ada pada pendidikan sekolah dasar, siswa memerlukan pembelajaran untuk memecahkan masalah dalam kehidupan sehari-hari. Konsep IPA di sekolah dasar merupakan konsep yang masih terpadu, karena belum terpisah secara tersendiri, seperti mata pelajaran kimia, biologi, dan fisika. Terkait dengan pembelajaran IPA di sekolah dasar memiliki konsep abstrak, pengalaman langsung melalui pengamatan langsung

Minat siswa pada pembelajaran IPA juga penting untuk proses pembelajaran IPA yang efektif, terutama untuk mengembangkan rasa percaya diri dan ketertarikan terhadap proses pembelajaran IPA. Siswa yang berniat pada pembelajaran IPA akan merasakan bahwa belajar IPA itu menyenangkan sehingga siswa akan antusias pada mata pelajaran IPA, yang akan berimbas pada hasil belajar siswa dan pengalaman kesehariannya.

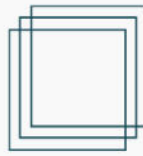
Terkait dengan pembelajaran IPA, tidak semua tidak semua yang dipelajari oleh siswa hal-hal yang kongkret. Pembelajaran IPA memiliki konsep-konsep abstrak yang menuntut pemahaman siswa dalam mempelajarinya. Untuk mempermudah siswa dalam mempelajari hal-hal abstrak dapat menggunakan media. Media ini juga dapat membantu guru dalam mempermudah dalam mengajarkan suatu materi.[4]

Hal ini dapat dilakukan dengan menggunakan media pembelajaran pop-up book yang merangsang berfikir siswa, media merupakan salah satu pendukung dalam proses pembelajaran, dengan adanya media pembelajaran dapat membantu siswa dalam belajar dan dapat mempermudah guru untuk menyampaikan materi. Media pembelajaran tidak hanya mempermudah guru, namun juga akan membantu siswa untuk berfikir hal-hal kongkrit. Oleh karena itu, guru harus mampu memanfaatkan media pembelajaran sesuai materi yang diajarkan, sehingga dapat mengangkat mutu pendidikan siswa, penyampaian materi bisa tercapai, dan secara perlahan merubah cara belajar menjadi menarik siswa dan menyenangkan.

Media pop-up book adalah buku yang memiliki bagian yang dapat bergerak atau berundur 3 dimensi. Buku pop-up ini memberi visualisasi cerita yang lebih menarik. Buku ini juga memberika kejutan-kejutan dalam setiap halamannya dibuka, memiliki tampilan gambar yang indah dan dapat di tegakkan. Sehingga media pembelajaran pop-up book sangat cocok digunakan alat peraga di sekolah dasar. Salah satunya media pembelajaran yang dapat digunakan dalam pembelajaran IPA adalah media pop-up book.[5]

II. Metode

Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian literature review. Literature review merupakan penelitian yang mengkaji atau meninjau secara kritis pengetahuan, gagasan, atau temuan terdapat didalam penelitian sebelumnya.[6] subjeknya adalah sekolah dasar. Sumber data pada penelitian ini adalah diperoleh melalui data skunder sumber data penelitian yang diperoleh tidak secara langsung melainkan melalui perantara berupa jurnal, buku, catatan, bukti yang telah ada, atau arsip baik yang dipublikasikan maupun tidak dipublikasikan secara umum yang telah dilakukan oleh peneliti-peneliti terdahulu yang berkenaan dengan media pembelajaran pop-up book



terhadap hasil belajar IPA. Metode pengumpulan data menggunakan dokumentasi penulisan berupa jurnal ilmiah. Teknik analisis data dengan menggunakan analisis deskriptif yaitu dengan cara mendeskripsikan fakta-fakta yang kemudian disusul dengan analisis, tidak semata-mata menguraikan, melainkan juga memberikan pemahaman dan penjelasan secukupnya isi.[7] Prosedur pada penelitian ini menggunakan yakni organize, synthesize, identify, dan formula.

III. Hasil dan Pembahasan

Media merupakan peran penting dalam proses pembelajaran yang dilakukan oleh guru terhadap siswa sebagai penghubung agar lebih mudah dalam menyampaikan isi materi pelajaran.[8] Dalam penelitian ini media pembelajaran yang digunakan yaitu media pop-up book merupakan salah satu jenis media berbasis cetakan Pop-up book adalah sebuah buku yang memiliki 3 unsur dimensi yang dapat bergerak ketika halamannya dibuka.

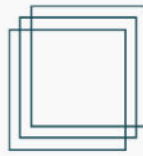


Gambar 1. Media Pop-Up Book

Adapun spesifikasi media pop-up book adalah sebagai berikut:[9]

1. Media pop-up book untuk pembelajaran IPA untuk siswa sekolah dasar.
2. Penggunaan media pop-up book dengan materi pembelajaran IPA yang dikaitkan dengan kehidupan sehari-hari.
3. Bagian-bagian media pop-up book meliputi:
 - a. Halaman sampul
 - b. Daftar isi
 - c. Indikator pembelajaran
 - d. Gambar berbentuk 3D
 - e. Materi pokok
 - f. Soal evaluasi

Media pop-up book yang digunakan oleh guru sebagai salah satu upaya membantu siswa memahami situasi kehidupan nyata dengan simbol-simbol atau gambar yang mudah dipahami serta mengajak siswa agar lebih berfikir kritis dan kreatif. Selain itu media tersebut juga berfungsi untuk membantu siswa yang memiliki hambatan belajar seperti ketidakmampuan bahasa melalui representasi visual yang menarik, sehingga mendorong siswa memiliki keinginan untuk membaca secara mandiri.



Menurut penelitian Giyanti faktor penggunaan media pembelajaran, sebagai komponen sumber belajar yang dapat merangsang siswa untuk belajar. Media pembelajaran pop-up book didesain menggunakan correl draw x.7 pada halaman judul dan desain latar belakang untuk materi, dengan ukuran panjang 22 cm dan lebar 33 cm. Materi disusun serta gambar dibentuk dengan cara melipat menjadi bentuk 3 (tiga) dimensi kemudian menempelkan disetiap halaman hingga tersusun menjadi sebuah buku yang menarik.[10] Media pembelajaran pop-up book memiliki fungsi untuk memperjelas, memudahkan dan membuat menarik materi yang akan disampaikan. oleh guru kepada. siswa.[11]

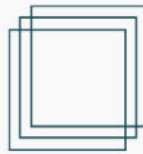
Kemampuan belajar yang dicapai oleh siswa merupakan hasil interaksi antara berbagai faktor yang mempengaruhi, baik faktor internal maupun eksternal. Faktor internal merupakan faktor yang bersumber dari dalam diri siswa, yang mempengaruhi kemampuan belajarnya. Sedangkan faktor eksternal merupakan faktor yang berasal dari luar diri siswa yang dipengaruhi dari keluarga, sekolah dan masyarakat.[12] Faktor sekolah salah satunya mempengaruhi hasil belajar siswa yaitu dengan penggunaan media yang dilakukan oleh guru. Media pembelajaran yang menarik perhatian siswa dan menumbuhkan. semangat belajar siswa akan menyebabkan hasil belajar siswa yang memuaskan.

Siswa sekolah dasar yang dimulai dari kelas rendah hingga kelas tinggi pada umumnya memiliki karakteristik yang berbeda-beda antara yang satu dengan yang lainnya sehingga guru perlu memahami setiap karakter dan penanganan siswa di dalam kelas guna ketercapaian proses belajar mengajar secara maksimal. Oleh karena itu guru harus memberi motivasi siswa dalam meningkat literasi siswa sekolah dasar pada media pembelajaran pop-up book.

Berdasarkan penelitian Intan Ayu Sri Wulandari yang telah melakukan uji penggunaan media pembelajaran pop-up book menunjukkan bahwa terdapat pengaruh pada mata pelajaran IPA siswa di sekolah. Hal ini ditunjukkan pada proses pembelajaran dan meningkatkan hasil belajar IPA. Hal ini dikarenakan pada proses pembelajaran siswa lebih menjadi antusias dan semangat.[13]

Seperti yang diungkapkan Heru Budi Prasetyo media pembelajaran pop-up book berpengaruh terhadap hasil belajar IPA siswa karena media pembelajaran pop-up book ini mempunyai kelebihan, diantara kelebihan tersebut diantaranya dapat memvisualisasikan cerita menjadi lebih baik, tampilan gambar yang memiliki dimensi dan dapat bergerak saat dibuka dapat menarik perhatian siswa.[14] Dalam hal ini media pembelajaran pop-up book memiliki daya tarik tersendiri bagi siswa, hal ini dapat terlihat dari antusias siswa dalam proses pembelajaran di kelas.

Penelitian Aftina Nurul Husnah mengungkapkan keberhasilan kegiatan penelitian tercermin dengan adanya peningkatan yang signifikan dari hasil belajar kognitif dan psikomotorik dalam kegiatan belajar-mengajar dengan tolok ukur sebagai berikut; (1) Hasil belajar kognitif Jumlah siswa yang memenuhi nilai ≥ 70 adalah sebesar $\geq 75\%$ dari seluruh jumlah siswa. Indikator dilihat dari ketuntasan klasikal, sehingga jika ketuntasan klasikal $\geq 75\%$ maka dikatakan berhasil. (2) Hasil belajar psikomotorik Hasil belajar psikomotorik siswa dalam mengikuti kegiatan belajar-mengajar yang terkategori berhasil (nilai B dan nilai



SB) sebanyak $\geq 75\%$ dari seluruh jumlah siswa di kelas. Indikator dilihat dari ketuntasan klasikal, sehingga jika ketuntasan klasikal $\geq 75\%$ maka dikatakan berhasil.[15]

Menurut Muhammad Syofyan Baehaqi dalam penelitiannya memiliki keselarasan dengan hasil penelitin-peneletian yang diungkapkan diatas bahwa media pembelajaran pop-up book dapat meningkatkan hasil belajar IPA siswa. Hal.ini terbukti dari peningkatan pra siklus, siklus I, siklus II, dan siklus III siswa dalam tuntas belajar.[16] Dalam penelitian yang dilakukan oleh Hanin Nafa Iik Fatmala juga melalui media pembelajaran pop-up book pada mata pelajaran IPA telah mengalami perubahan hasil belajar siswa terjadi peningkatan dari siklus I sampai siklus II.[17]

Berdasarkan uraian diatas dapat ditarik kesimpulan bahwa melalui media pembelajaran pop-up book cukup membantu siswa dalam meningkatkan hasil belajar mata pelajaran IPA. Media pembelajaran pop-up book terasa menyenangkan bagi siswa, dan siswa lebih termotivasi dalam belajar karena tidak merasa jenuh dan mengantuk saat pembelajaran berlangsung. Oleh karena itu penggunaan media pembelajaran pop-up book dalam.proses pembelajaran sangat. Penting dalam rangka mencapai hasil belajar, karena media pembelajaran pop-up book memiliki daya tarik tersendiri dan dapat membantu guru di dalam proses pembelajaran.

IV. Kesimpulan

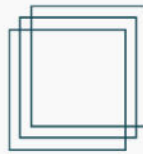
Berdasarkan hasil penjelasan di atas dari berbagai sumber-sumber yang relevan dapat disimpulkan bahwa terdapat pengaruh penggunaan media pembelajaran pop-up book terhadap hasil belajar mata pelajaran IPA siswa. Penggunaan media pembelajran pop-up book dapat meningkatkan hasil belajar mata pelajaran IPA siswa dikarenakan dalam penggunaan media pop-up book dapat menarik perhatian siswa, siswa menjadi lebih antusias dan semangat. Penggunaan media pop-up book juga dapat mempermudah guru dalam menyampaikan materi pelajaran dengan mudah. Hal tersebut menunjukkan bahwa media pembelajaran pop-up book sangat berpengaruh bagi hasil belajar IPA siswa.

Ucapan Terima Kasih

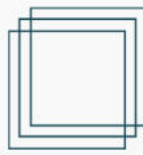
Penulis ingin mengucapkan terimakasih kepada Ketua Program Studi Pendidikan Guru Sekolah Dasar Universitas Muhammadiyah Sidoarjo yang telah memberikan izin untuk melakukan penelitian. Selain itu juga kepada Dosen Program Studi Pendidikan Guru Sekolah Dasar Universitas Muhammadiyah Sidoarjo yang telah membantu dalam penelitian ini, serta Mahasiswa PGSD B2 angkatan 2016 Program Studi Pendidikan Guru Sekolah Dasar Universitas Muhammadiyah Sidoarjo yang bersedia mendukung penyusunan penulisan ini.

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**PROBLEMS OF INNOVATIVE ECONOMY IN DEVELOPMENT OF
AGRICULTURE**

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Annotation:

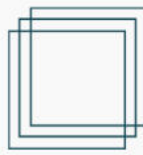
The article considers the issues of innovative development of the agricultural and industrial complex of the domestic economy. The study analyzes the socio-economic situation of Uzbekistan in the agricultural sector, identifies the features of the flow of innovative processes characteristic of this area, and suggests measures necessary to stimulate the innovative transformation of agricultural territories.

Key words: innovative development, agricultural and industrial complex, regional agro-industrial complex, state support for innovation, technopark. innovative development, agricultural and industrial complex, regional agro-industrial complex, state support for innovation, technopark, Rostov region

The main features of the branches of specialization are the scale (large volumes) and the efficiency of production. Such industries play a crucial role not only in the production and export of products, but also in influencing the location of productive forces, since these industries play the role of a center in the region, which attracts auxiliary service and other complementary industries. Consequently, the creation of conditions for the innovative development of the agro-industrial sector in the region is one of the most important factors contributing to the competitiveness of the Russian regional socio-economic system and the level and quality of life of the population.

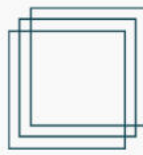
When implementing agricultural policy, it is necessary to pay great attention to achieving higher final results of production activities, both in agriculture and in the entire agribusiness, ensuring stable production growth rates, improving its efficiency and social development of the population, and protecting the economic interests of representatives of the agricultural sector. Uzbekistan is developing an effective mechanism for introducing scientific developments into the real sector of the economy. Innovative activity is at the heart of the sustainable development of the modern state.

Innovative development of agricultural production involves the use of highly productive and resistant to adverse environmental factors of plant varieties and animal breeds, the implementation of complex mechanization and automation, advanced training, working conditions and everyday life of employees, the transition to intensive environmentally friendly and resource-saving technologies for agricultural production, ensuring the integration of science with production. Important conditions for the development of



innovation activities are the integration of science and production, public partnership and support for international contacts of innovative business. Innovation process means the innovative activity of an enterprise. It is aimed at the development and implementation of the results of scientific and technical research in the form of a new product or a new technological process. We can say that an innovation process is a sequential chain of events, during which an innovation "matures" from an idea to a specific product, technology or service and then spreads in economic practice. In accordance with the Decree of the President of the Republic of Uzbekistan "On the formation of the Ministry of Innovative Development of the Republic of Uzbekistan" dated November 2, 2017, as well as in accordance with the tasks set by the Strategy of Action for the five Priority Areas of Development of the Republic of Uzbekistan, it was determined to promote innovative ideas and technologies in the agricultural sector that contribute to improving production efficiency and strengthening food security of the country.

Tasks included in the field of innovation in agriculture: - making proposals for the introduction of modern forms of agricultural production, based on the concept of "Smart Agriculture", allowing the rational use of available land, water and other natural resources; - assistance in the introduction of innovative ideas and technologies in the agricultural sector, allowing the maximum automation of agricultural production; - assistance in expanding sales markets and direct deliveries of agricultural products by ensuring their competitiveness in the world market. To achieve good results in agriculture, first of all, you need the ability to work competently with the land, timely implementation of agrotechnical measures. Currently, farmers are charged with the task of introducing industry in the villages, providing employment for residents of the territory, especially rural youth, and establishing the service sector. In the production of agricultural products, resources occupy a central place, and the growth rate of agricultural production depends on the availability of these resources. Limited resources (land, labor, material, financial) force farmers to look for reserves in rational use, which is why at present the issue of resource conservation and determining the optimal ratio of resources in the economy is very important. Farms are characterized by intensive development of production. The intensification of production is a restructuring of the entire economic mechanism, taking into account the resource-saving factor. Intensification is a progressive process, constantly increasing, covering all areas of agricultural production. The current stage of intensification provides for the transition to an innovative path of development, which is characterized by a systematic approach to the problem. Effective use of resources can be achieved if the entire technological chain of production, processing and use of raw materials is evaluated from the point of view of resource conservation. At the same time, you should not engage in resource saving for the sake of saving. Identification and elimination of limiting factors allows you to fill them in time, as a result, other resources work more efficiently, they are saved. At the same time as solving the problems of resource conservation, it is necessary to switch to innovative

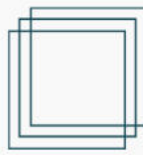


methods of development. At the same time, resource conservation itself should be modernized taking into account an innovative approach. Highly intelligent potential and high-tech developments in the field of agriculture are the basis for the development of innovative activities in farms. Despite the positive results in the implementation of innovative developments in agriculture, it is necessary to continue to consistently develop a continuous system that combines all stages of the innovation process—from the creation and development of the invention to its commercialization and production of the final product. The innovative approach of farming in its activities solves a number of agrotechnological problems and has certain achievements in irrigation, drip irrigation, seed production, greenhouse construction, fertilizer production, plant protection products and much more. Innovative development of agricultural production primarily affects the growth of export potential. The expansion of exports of fruits, vegetables and other food products has a positive impact on the country's foreign trade balance. Currently, these products account for 6.2 % of Uzbekistan's exports by value, which makes them 1.5 times more valuable than the export of cotton, a traditional Uzbek export product. The net profit of some agro-industrial organizations due to the export of agricultural products has increased several times in recent years. As the ongoing reforms show, the government aims to make Uzbekistan one of the world's largest exporters of fresh and processed fruit and vegetable products. Within the framework of the Action Strategy for the five priority areas of development of Uzbekistan in 2017-2021, approved by the President of the Republic of Uzbekistan, it is planned to implement 434 projects aimed at the modernization and intensive development of agriculture. Until 2020 It is planned to create 14 trade and logistics centers in the regions for processing, storage, packaging and export of fruit and vegetable products with a capacity of more than 310 thousand tons. When organizing them, attention is paid to the availability of appropriate infrastructure that provides high-quality transportation, storage, sorting, calibration, packaging, certification, as well as export.

By 2017-2021, it is expected to increase the production of food products by 1.4 times, processed fruit and vegetable products by 2 times, and exports of fruit and vegetable products by 2.3 times.

Innovative development of the agro-industrial complex of the region involves the effective use of scientific and technical potential, the integration of science, education and production, technological modernization of the economy on the basis of innovative technologies. The solution to this complex task requires the creation of appropriate conditions: the corresponding infrastructure of innovation activity or a set of material, technical, legislative and other means that provide information, expert, marketing, financial, personnel and other services for innovation activity.

Innovations in practice in agriculture are understood as the use of new plant varieties, breeds of farm animals, production technologies in the fields of crop production, animal husbandry and processing of agricultural products. In a broader sense, innovation is the final result of



innovation activity, which has been implemented in the form of a new or improved product sold on the market, a new or improved technological process used in the production and processing of agricultural products.

Innovative breakthroughs in agriculture are associated with the achievement of three interrelated goals:

Ensuring food security,

Resource conservation,

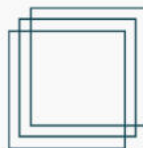
Environmental and social well-being of rural areas.

The innovation process is the transformation of scientific knowledge into innovation and includes the following stages: "science-technology (technology) — production-consumption". In the agro-industrial complex, the innovation process involves a constant flow of turning research and development into new or improved products, materials, new technologies, new forms of organization and management, and bringing them to use in production in order to achieve an effect. Innovation processes in the agro-industrial complex have their own specifics. They are distinguished by a variety of regional, industry, functional, technological and organizational features. The conditions and factors contributing to the innovative development of the agro-industrial complex are the availability of natural resources, a significant scientific and educational potential, a capacious domestic food market, and the ability to produce environmentally safe, natural food products.

At the same time, at the present stage of economic development, science and innovation in agriculture in Uzbekistan remain in little demand.

The analysis of the socio-economic situation of Uzbekistan in the agricultural sector in recent years shows that outdated technologies, plant varieties, imperfect methods and forms of organization of production and management are used here. The number of samples of newly designed mechanisms of agricultural automation tools has significantly decreased, and the intensity of the process of mastering and implementing innovative equipment and technologies of agricultural production by large farms and small farmers has decreased. Modern farms prefer, at best, to buy imported samples of equipment and introduce foreign technologies, but for the most part, enterprises use rather worn-out and obsolete equipment. All this aggravates the degradation of the industries of the complex, leads to an increase in the cost price and low competitiveness of products, slows down the socio-economic development of rural areas, and sharply reduces the quality of life in rural areas.

Measures for the transition to a new level of agricultural production should be significantly supplemented by projects for the formation of a unified environment that encourages innovative transformation of agricultural territories, using the most modern technological opportunities for the development of human potential and its effective use. It is very important that the entire complex of infrastructure that accompanies modern business in agriculture is formed.



The extremely low level of innovation activity is associated, among other things, with the imperfection of the organizational and economic mechanism for the development of innovations. There are no proven mechanisms of implementation activities, a system of scientific and technical information that corresponds to a market economy, and there is no proven effective scheme for interaction between scientific institutions and implementation structures.

State support for innovation activities in the agro-industrial complex

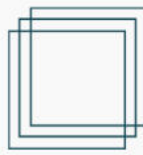
The main source of funding for basic research in the agro-industrial complex at the moment is public investment.

Financial support for scientific, scientific and technical, innovative activities is provided by the Republic of Uzbekistan, the subjects of the Republic of Uzbekistan through the financing of organizations engaged in scientific, scientific and technical, innovative activities, including targeted financing of specific scientific, scientific and technical programs and projects and innovative projects. Financial support for innovation activities can be provided by both state support funds and funds to support scientific, scientific and technical, innovative activities created by legal entities and (or) individuals, i.e. non-state funds.

Basically, there are two forms of sources of financial support for innovation – direct and indirect financing (Table 1).

Table 1-Sources of innovation financing

Direct sources	Indirect sources
Budget (federal and regional) funds	Tax benefits and discounts
Extra-budgetary funds	Tax credits
Own funds of enterprises	Credit benefits, i.e. the provision of loans to enterprises that are potential consumers of innovative developments
Loans	Financial penalties for non-performance of contracts (specific relationships) and obligations
Innovative investments	Leasing of special scientific equipment and stands
Direct sources	Indirect sources
Special funds	Customs benefits
Innovative foreign loans	Depreciation benefits
Grants	Science-based pricing for scientific and technical products



State support for innovation activity is a set of measures taken by the state authorities of the Republic of Uzbekistan and the state authorities of the subjects of the Republic of Uzbekistan in accordance with the legislation of the Republic of Uzbekistan and the legislation of the subjects of the Republic of Uzbekistan in order to create the necessary legal, economic and organizational conditions, as well as incentives for legal entities and individuals engaged in innovation activities.

State support for innovation activities is based on the following principles:

Programmatic approach and measurability of goals in the planning and implementation of government support measures;

Availability of state support at all stages of innovation activity, including for small and medium-sized businesses;

Advanced development of innovative infrastructure;

publicity of the provision of state support for innovation activities by posting information about the measures of state support for innovation activities in the information and telecommunications network "Internet»;

Priority of further development of the results of innovation activity;

Protection of private interests and promotion of private initiative;

priority use of market instruments and public-private partnership instruments to promote innovation;

Ensuring the effectiveness of state support for innovation activities for the purposes of socio-economic development of the Russian Federation and the subjects of the Russian Federation;

The targeted nature of the use of budget funds for state support of innovation activities.

The above principles can also be supplemented with the following:

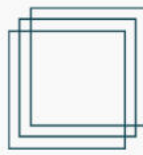
Optimization of state support should be carried out "by the possibility of combining its various forms and methods of implementation, taking into account the characteristics of the subject of innovation activity, the stage of innovation activity, the results of scientific and scientific-technical activities used in the production of innovative products, the type of innovative products produced and other indicators."

The rationality of providing state support implies that it should completely exclude the unjustified financing of similar innovative projects and programs.

Continuous improvement of forms of state support and ways of its implementation-the external environment is changing, innovative enterprises themselves are developing, and this requires improving state support.

One of the main documents regulating state support for the innovation activities of agricultural enterprises is the State Program and within its framework the sub-program "Technical and technological modernization, innovative development", the purpose of which is to ensure the increase in the innovation of the agro-industrial complex.

In the process of implementing this subprogram, it is planned to solve the following tasks:



stimulating the purchase of high-tech machinery and equipment;
creating a system of information support for agriculture based on the formation of information resources and expanding the access of agricultural producers and the rural population to consulting services;
conducting systematic training and retraining of personnel of the agro-industrial complex;
implementation of measures aimed at implementing the results of research work of agricultural science;

promotion of innovative activity and innovative development of the agro-industrial complex. The program notes that, despite the research work carried out by agricultural scientific institutions of the Rostov region, the level of implementation of existing innovative projects and developments remains low. The level of technical and technological equipment of agricultural and processing industries remains low.

Agricultural producers are not sufficiently informed in the field of scientific developments. Lack, physical and moral wear and tear lead to a violation of the technology of work and agrotechnical deadlines for their implementation. The innovative development of the agro-industrial complex involves, of course, not only the renewal of the fleet of agricultural machinery. This includes breeding work, the use of new types of fertilizers, and the use of innovative management methods.

Creating conditions for the innovative development of the agricultural sector is one of the most important strategic goals of state policy, the achievement of which will ensure food security, increase the competitiveness of the national economy, the level and quality of life of the population.

To overcome the negative factors, state intervention and support are necessary, which can and should be carried out both indirectly, in the form of creating favorable conditions for its development, and with the direct participation of the state.

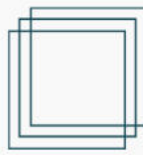
The developed strategy of the Republic of Uzbekistan in the field of science and innovation development is designed to play a special role in ensuring innovative growth and potential of agro-industrial enterprises.

The proposed system of measures is based on the concentration of investors' resources and the funds of owners of large agro-industrial holdings to finance R & D in key areas, which include:

increasing the level of "human capital" in the management system of agro-industrial integrations, which is one of the main competitive advantages;

preservation (development) of the environment that provides expanded reproduction of fundamental knowledge about large systems of integration entities in the system of the River Uz;

creation of innovative management methods and infrastructure in agro-industrial integrations for the implementation of national priorities of technological development and management, ensuring the transformation of knowledge into a market product The agro-



industrial complex in the region is experiencing an acute shortage of qualified personnel capable of implementing innovative technologies and working on modern equipment. This is largely due to the lack of experience in long-term cooperation between professional education institutions and businesses. In these conditions, it is necessary to conduct systematic training and retraining of agricultural personnel using modern scientific achievements and best practices.

State support for innovative activities of the agro-industrial complex in the agricultural field. In order to stimulate the innovative development of the agro-industrial complex of the agricultural region, state support is provided to agricultural producers in the implementation of innovative projects in the form of subsidies.

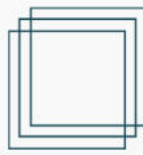
In the Rostov region, as an agricultural region of the country and one of the leaders in the gross production of agricultural products, there is a strong scientific and human potential in agriculture:

- research institutes;
- higher educational institutions;
- secondary educational institutions;
- institutes of advanced training;
- interregional training center;
- experimental stations.

The Ministry of Agriculture and Food of the Rostov Region is working to promote the innovative development of the agro-industrial complex. Financial support is also provided to agricultural producers who spend on innovative activities, and financial support is provided. The regional budget provides funds for the payment of subsidies to reimburse part of the costs of implementing innovative projects in the field of agricultural production and (or) processing of agricultural products. At the same time, an innovative project is understood as the final result of innovative activity, which has been implemented in the form of a new or improved product sold on the market, a new or improved technological process used in the production and processing of agricultural products.

One of the events within the framework of the work on the activation of innovative activity in the agricultural sector of the region is the annual competition "The best innovative development in the agro-industrial complex of the Rostov region", held among young scientists of state agricultural educational and scientific institutions.

Despite the efforts made and the high scientific and technical potential, the Rostov region is characterized by an insufficient level of innovation implementation, which is manifested both in a small number of innovatively active enterprises and in a low share of innovative products in the total production volume. The Concept of the development of the agro-industrial complex of the Rostov region notes a low level of implementation of existing innovative projects and developments. The reason for this is the lack of development of mechanisms for the transformation of scientific ideas into technologies and products, which



allows us to concentrate investment and intellectual resources on breakthrough areas. The problem of introducing innovative developments is also the low solvency of agricultural producers, as well as the conservatism of the villagers. The Concept proposes to combine measures of state support aimed at stimulating proposals for the introduction of innovations with measures promoting innovative technological development of the industry for the successful innovative development of the regional agro-industrial complex.

Of the total number of completed, accepted and recommended for the implementation of applied scientific and technical developments in the field of agriculture, only 2-3% are being implemented. Extremely low innovation activity in the agro-industrial complex is due to a number of factors: the

lack of close interaction between the state and private business;

low level of costs for agricultural science;

low investment opportunities for agricultural producers;

poor training of specialists and insufficient motivation of employees to master innovations, etc.

According to expert estimates, in modern Russia, internal factors form one-third of innovation risks, and external factors form two-thirds. In stable market conditions, this ratio is the opposite.

As negative factors hindering the innovative development of the Russian agro-industrial complex, it should also be noted:

high level of risks of innovative processes in the agricultural sector. The risk of financing research and production results, the risk of a temporary gap between costs and results, and the uncertainty of demand for innovative products do not interest private investors to invest in the development of agriculture;

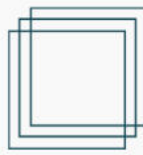
departmental disunity and the weakening of the scientific potential of agricultural science.

Domestic agricultural science is characterized by a high degree of complexity of the organizational structure and departmental disunity (more than 20 ministries and departments involved in solving problems of the agro-industrial complex);

inertia of businessmen employed in the agro-industrial complex, especially among small producers and farmers.

The weak link in the formation of effective innovative development of the agro-industrial complex is the study of the demand for innovations. Marketing has not yet become an integral part of the formation of orders for research and development. As a rule, when selecting projects, a deep economic expertise is not carried out, efficiency and risk indicators are not evaluated, and schemes for promoting the results obtained in production are not worked out. This leads to the fact that many innovative developments do not become an innovative product.

A significant factor hindering innovation in agriculture is also the fact that the use of innovations is seasonal. The same applies in most cases to the product sales market and



profit generation. These features can be an obstacle to self-financing of innovative activities of agricultural enterprises that invest their funds in expensive projects and the latest technologies purchased by import.

The peculiarity of the agro-industrial complex of the Rostov region is mainly small-scale production. Often, economic and legal illiteracy does not allow farmers to use the proposed mechanisms for business stabilization based on the introduction of innovative projects. This also hinders the innovative development of the industry.

The main problems of the introduction of innovative developments include the low solvency of agricultural producers, as well as the conservatism of the villagers.

The main event "Ensuring the innovative development of the agro-industrial complex" includes the following expenditures of the regional budget:

activities for conducting research and development work;

measures for the creation of a system of state information support (SSIO);

measures for the development of a system for conducting agro-industrial production in the agricultural region;

events for the contest "The best innovative development in the agro-industrial complex of the agricultural region";

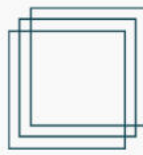
events for the creation and maintenance of a data bank in the field of soil fertility;

activities to support the development of advisory assistance to agricultural producers;

subsidy to agricultural producers (except for citizens who run private subsidiary farms, agricultural consumer cooperatives and individual entrepreneurs) for reimbursement of part of the costs of implementing innovative projects in the field of agricultural production and (or) processing of agricultural products;

subsidy to agricultural producers (except for citizens who conduct private subsidiary farming) and organizations of the agro-industrial complex, regardless of their organizational and legal form, to reimburse part of the costs of training and additional professional education of personnel.

Problems of innovative development of the agro-industrial complex and ways to solve them
Speaking in general, about innovative development in the subjects of the Uz River, we note that one of the deep problems, without solving which it is impossible to change the situation in the Russian regions, is the low activity of people living in rural areas, lack of initiative, pessimism, negative attitude to the rural way of life, currently prevailing in the Uz River, low labor productivity in the agro-industrial complex, caused by the lack of qualified personnel in rural areas. Promoting new ideas, changing the conservative thinking of the peasantry, improving the skills and mastering new competencies of agricultural workers in order to move agricultural production to a fundamentally new level is, in our opinion, the most important task that can be solved if the government, business and educational institutions cooperate.



All the advantages of innovative activity in the agro-industrial complex can be realized under the condition of the formation of a regional mechanism for managing innovative developments in the agro-industrial complex that correspond to modern conditions of economic activity.

The degree of consistency and balance of innovation processes within the agro-industrial complex depends on the availability of a variety of options for economic methods and forms that are used in the development of innovative activity of economic entities.

Informatization of production and specific recommendations on various aspects of the industry's functioning are of great importance for the development of innovative activities at enterprises. Modern information technologies based on the corresponding data sets allow using well-known quantitative forecasting methods with high efficiency. The use of these methods will optimize the use of limited resources and increase the overall efficiency of the functioning of agricultural enterprises.

In accordance with this, only through the joint efforts of the state, science and agro-industrial enterprises, it is possible to increase innovation activity in the country's agricultural sectors in the future.

The role of technoparks in the innovative development of regional agribusiness

Technoparks created on the basis of large agricultural universities in those regions where the agro-industrial complex is singled out as the "locomotives of growth" can become structures designed to promote innovations in the agro-industrial sector.

Tasks to be solved with the help of such technoparks:

increasing the volume of agricultural production;

implementation of measures for the development of innovative activities of agricultural enterprises;

improving the profitability of agricultural production;

improving the environmental situation in the region;

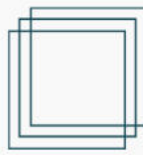
the creation of new jobs, which in the future should lead to a decrease in the migration of young people to the cities;

increase in budget revenues.

Unfortunately, the experience of functioning of such technoparks in our country is still small.

As the analysis of the experience of various regions has shown, they are mainly created either in high-tech industries, or in order to stimulate the innovation activity of small enterprises.

The idea of creating such technology parks in the field is not new, the first steps in this direction were made in the early 1990s. As a positive example, we can consider the experience of the Voronezh State University. Agro University, which in the 90s of the XX century was formed the starting complex of the University agro technopark, including the first in the River Uz. exhibition center in an educational institution, self-funded innovative business units, peripheral innovation links in 12 districts. Currently, on the basis of the Voronezh State Agrarian University, a pilot project of the regional agro technopark is

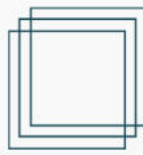


operating, including an expocenter, a business education center, a center for training managerial and financial personnel, a center for promoting modern technologies, an agro engineering center, a veterinary center, a center for training accountants, a center for packaging technologies, etc. All of these business units are self-financing. The service departments of the agrotechnopark are a computer center, a distance learning laboratory, a publishing center, and computer classrooms. In addition, the technopark includes representatives of industrial, trade and consulting firms interested in promoting their products in the field of agriculture.

Unfortunately, it can be stated that this experience is the exception rather than the rule in our country. At the same time, it should be noted that technopark structures in general are not yet sufficiently developed, and those that have already been created, according to experts, are not very effective in their mass. As for technoparks in the agricultural sector, state support is particularly needed here. This is primarily due to the peculiarities of doing business in the agricultural sector. One of the deep problems, without solving which it is impossible to change the situation in the Russian countryside, is the low activity of human potential, people living in rural areas, lack of initiative, pessimism, negative attitude to the rural way of life, currently prevailing in Russia, low labor productivity in the agro-industrial complex, caused by the lack of qualified personnel in rural areas. Promoting new ideas, changing the conservative thinking of the peasantry, improving the skills and mastering new competencies of agricultural workers in order to move agricultural production to a fundamentally new level is, in our opinion, the most important task that can be solved if the government, business and educational institutions cooperate.

The agro-industrial complex is one of the structural intersectoral complexes for the region, the development of which will contribute to the growth of the region's economy as a whole. The adoption of such a Law will be an important step towards the formation of the regional innovation system of this subject and improving the efficiency of its socio-economic development.

Summing up the above, we note that important strategic directions for the development of agriculture and the entire agro-industrial complex in the regions and the country as a whole are research progress and innovative processes that allow for continuous updating of production based on the development of science and technology, that is, the effectiveness of agro-industrial production is determined by the interaction of science and practice, the introduction of advanced innovative technologies into production. One of the ways to stimulate innovation activity in the field of agriculture can be the creation of technopark structures. Based on the accumulated positive experience, further actions are needed on the part of the regional authorities in the direction of the formation of such centers, designed to become sources of innovative development not only for individual industries, but also, ultimately, for the region as a whole.



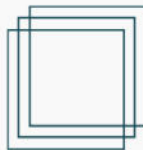
The implementation of innovative projects on an ongoing basis will contribute to the growth of economic efficiency and reduce risks. However, there is a negative effect in this direction of development. The introduction of innovative high-tech ways of carrying out agricultural activities entails the release of low-skilled labor and the growth of an already significant level of unemployment in rural areas.

The systematic nature of the implementation of innovative projects in agribusiness will help to increase the number of jobs. Newly created jobs will require employees with new competencies.

Thus, innovative activity in agriculture in Uzbekistan is a process of managing complex natural and economic systems based on the development of innovations, scientific farming, crop production and animal husbandry. In a market economy, it is advisable to include financial, economic and tax factors in the overall system of agriculture, and to assess the impact of agricultural markets on the structure and efficiency of agricultural production. All this contributes to the innovative development of agriculture, which affects the food security of the population, the growth of export potential and the standard of living of the rural population.

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OLD TRADITIONS OF AGRICULTURE OF SURKHAN VALLEY

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Annotation:

This article is devoted to learn long traditions of Surkhan valley agriculture. It was proved by ethnographical field materials and archive documents in this article that Surkhan valley was surrounded by mountains covering 3 sides, only southern side was open to Amudarya, and this geographical position was very comfortable for agriculture. It was scientifically determined that Surkhan valley was not only high-tempered area, but also very convenient land with sunny weather.

New kinds of the crops of Surkhan valley agriculture were augmented according to local position at the period of Bukhara emirate. Creating special kinds of land products and cereals suitable for valley climate were written based on archive sources.

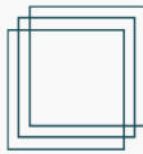
Changes happening on sowing crops in the valley influencing political, economical and ethnographical processes resulted by Bukhara emirate`s being dependant to Russian empire were given based on scientific literature, archive materials, and statistics. As well as stretching cotton-growing lands, traditions of agriculture, and transformation processes were analyzed by many historical-ethnographical sources for this time.

Key words: Agriculture, Jarkutan, Toharistan, Surkhan-Sherabad valley, Saryjuy town, lalmi, oby, Sangardak, Salovat.

Introduction. Surkhan valley is a land where created special school for agriculture for the past time. As the president of Uzbekistan, Shavkat Mirziyoyev said: “Surkhan valley is famous for its productive soil, experienced peasant who can take good harvest from land in a year”.

Agriculture was developed based on long experience and phonological science of our ancestors in our country. Ethnocultural traditions, using land and water based on traditional agriculture, and methods of getting good harvest were collected in this article. And that`s why it is necessary to learn ethnoterritorial features of local agriculture created by our ancestors` experience historically and ethnologically.

Surkhan valley is also land in which its geographical position and climate are very convenient for agriculture in Central Asia for a long time. According to archeological



sources, Surkhan valley was the main land for agriculture, and Jarkuton destination came into existence and developed at the Bronze Age there. As well as Tokharistan agriculture was very famous in Middle Ages, and peasants of this land firmed secrets of agriculture. That`s why it is very important to learn traditional agriculture of Surkhan valley.

Methods

Scientific research methods such as systematic and functional analyzing, statistical comparing, analysis, synthesis, and objectivity were widely used in writing this article.

Results

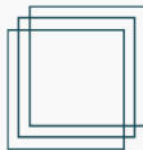
Natural-geographical and climate position are the main features in the development of of types of agriculture such as farming economy. Surkhan valley is situated near river oasis, deserts, uplands, hills and mountains, and mountainous land Sherabad also belongs to this valley. The valley is bordered with Afghanistan through Amu-darya in the south, with Turkmanistan by Kuhitang mountains in the west, Kashkadarya in the northern-west, with Tadjikistan Republic by Bobotog` and Hisar mountains in the west, and northern-west. Northern parts of the valley was almost surrounded by mountains.

The valley is extended 200 km distance from northern-east towards southern-west, and its width is more than 145 kilometres. The plain called Surkhan-Sherabad is in the middle of the valley. The height of this plain is different such as, southern part is about 300m, middle part is 400-450m, northern and northern-western part is 700 metres high.

There are many rivers and irrigation ditches in the valley. For instance, length of Surkhandarya is 169 km, and it was appeared by joining Tupalang darya and Karatag darya and flows into Amu-darya. Firstly, this river was called Tupalang, then it was named as a right tributary of Surkhandarya.. The length of Tupalang darya is 124 km.

Name of Tupalang darya is changed to Saryjuy darya when it passes near Sayjuy town. When it comes to Saryasia its name is changed to Saryasia darya. Population of Yurchy and Saryjuy watered their agriculture crops from this darya at the beginning of XIX-XX centuries.

Sherabad darya is the last tributary of Amudarya at the territory of the valley. The length of this darya is 186 km, and it begins from the top mountains of Baysun, it is appeared by joining Iyrgayly and Kyzysay rivers. Name of the river is Machaydarya on mountainous part, and from Machay village its names are Sherabad darya and Karasuv darya. Sherabaddarya didn`t flow into Amudarya constantly, its water is divided into small aryks and supported the villages of Sherabad with water. It flows into Amudarya during precipitation. Besides these rivers there were many constant tributaries and little rivers which divided into local irrigating branches in Surkhandarya. For example, length of Karatag darya which the left tributary of Surkhandarya is 95 km. Sangardak darya which is wide right tributary of Surkhandarya is 114 km. Sangardakdarya also begins with tributaries which flow between two mountains.



Water of this darya didn't always reach to Surkhan, it divided into aryks and irrigated lands of Yoorchy beklik.

The second large tributary of Surlhandarya is Khujaipok (also called Qarluqdarya) and its length is 97 km. It is situated 3500 m from sea level and begins from Khudjaboozbarok mountains.. The rivers mentioned above are the main rivers of the valley and are still being used by the population.

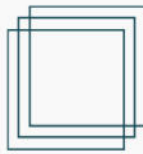
Householding traditions which formed in different historical-ethnographical zones of Uzbekistan was learned. Agriculture that was the main branch for a long time in economy of uzbeks and its peculiarities were given based on scientific materials in this article. Ўзбекистон ҳудудини, илмий адабиётларга асосланиб у ёки бу хўжалик-маданий типларга ажратиш мумкин. Territory of Uzbekistan is divided into 3 types based on scientific literature: that is, 1)irrigating agriculture; 2) gardening, mountain agriculture with breeding; 3) desert agriculture and summer pasture breeding. This division was also written in I. Jabborov`s works..

According to scientific sources and researches Surkhan valley is divided into 3 parts based on natural-geographical position: mountainous, irrigating lands(near rivers) and desert lands.. First mountainous area is large land of the zone. It consists of the lands of northern-western parts of Baysun and Denau, and mountainous area of Sherabad, Saryasia and Uzun. Especially non-irrigating sowings are planted in these lands.

Second irrigating zones are middle and bottom part of Sherabaddarya, south-eastern parts of Denau and Saryasia and sideways of Surkhandarya. Population of this area were busy with irrigating agriculture.

Third part is in desert lands that are lands in Guzor-Baysun deserts, Sherabad-Kyzyryk deserts, and near Bobotog` mountains.

Indeed if we observe the long history, this valley was known for arable farming and peasants took good harvest from cereal crops and this was given in the book “Baxr al-asrarfymanakyb al-akhayir” by MakhmudibnValy who was from Balkh and lived in XVII century. Valley peasants not only paid attention to irrigating lands, but also non-irrigating lands. This is because of convenient geographical places for non-irrigating farming. 0° temperature that is long winter period wasn`t seen off on mountainous areas of the valley. Only 120-127 winter days continued on 2000 meter height, and 160-170 days on 3000 meter height. It is noticeable that our ancestors knew when to plant barley and wheat. Planted wheat stalks grew on October and covered with snow on November. Planted seed became stronger under the ground whole winter. It developed and gave good harvest from non-irrigating land at the beginning of spring. Such favorable temperature helped to plant seeds in the non-irrigating lands. Besides that, spring came to valley mountains at the beginning of March and this was one month before than northern mountains. And that`s why gathering of air temperature during vegetation period and heat regime gave opportunity for non-irrigating agriculture. Besides this annual raining amount was also upper for non-irrigating agriculture.

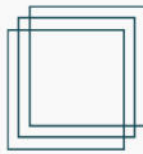


Annual raining amount on Nurota mountains was 400-450 mm, and on Khisor mountains it was 600-1200mm. According to historical sources, arable farming was the main branch of agriculture of the emirate of Bukhara in XVI – XVIII centuries. Full information about more than 20 kinds of grain crops and their harvest was given on 3rd and 4th chapters of “Agrotechnics collection”. N.V.Khanykov who was in Bukhara in XIX century wrote: “5 kinds of cereal crops are planted in Bukhara.

They are: wheat, sorochny wheat, barley, millet and sorghum”. Many kinds of wheat, “white wheat”, “black wheat”, “stork wheat” and as well unfrosty “khivit” and local “cameltooth” which were met in the countries of Chosh and Khovat, at the top of Tupalang river were planted in Surkhan valley. Shakhrisabz was on the first place in planting cereal crops at the period of Bukhara emirate, and Surkhan valley was on the second place. The wheat which was planted on non-irrigating lands were much more expensive than the wheat planted on irrigating land, and price of the wheat rose up to 2-3 soums before the harvest. Non-irrigating lands were near mountains and 90% of people were busy with non-irrigating farming in the valley. Non-irrigating agriculture was extended on north-western parts of Baysun, Denau, and mountainous areas of Sherabad, Sariosiyo, Uzun and Kukhitang and Khisor.

A.A.Symyonov, K.Mirzev, N.A.Kyslyakov, A.Madjlysov, I.O.Hidoyatov, G.U.Astanova, K.Z.Hakimova did researches about land and water relations of west-eastern areas of Bukhara emirate. Land-occupying relations, private, rent, paying lands, contracts of land trading, population’s necessity for land were written in this article.

Agriculture, breeding and craftsmanship were developed in Sherabad, Baysun and Denau bekliks where situated in Surkhan valley which belongs to Bukhara emirate at the end of XIX century and at the beginning of XX century. The population planted grapes, apple, jyda, apricot, pomegranate, cherry, nut, almond, mulberry, quince, plum, peach, as well as watermelon, melon, carrot, sugar. Farming was done consequence of snow and rain on non-irrigating lands, and especially wheat, barley, pea, flax, water-melon, melon were planted. There were 2 terms in non-irrigating lands: spring term and autumn one. Tiramoi wheat and barley were planted in September and October. Before sowing the seed, the land was ploughed, if the land needed resting, it was ploughed in spring. Ploughing process was done when the soil was wet and soft. After 2-3 time ploughing, the seed was sown. Experienced peasants sown the seed. 5 or 7 pieces of seed were sown in to every point of the land on irrigating lands. Half amount of the seed was sprinkled into non-irrigating land than irrigating one. If the seed was sprinkled thickly, it might be indigent by cloud-steamy warmth. In this situation wheat spikes were hollow or they were blazed. After sowing the seed, heavy harrowing process was done this is not only for covering the seed, but also for saving land moisture. Tiramoi wheat gave good harvest, and the bread made from it was very delicious meal.



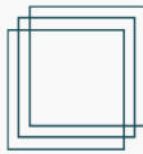
Spring savings were sowed after ploughing the ground repeatedly in non-irrigating lands. Spring – wheat grain was weaker than autumn – wheat one, and it was considered as a cold meal.

Useless grass were not grown on spring fields and it wasn't spread out as autumn wheat, according to expeditions on field barley seed which mowed at the beginning of May from irrigating fields of Sherabad beklik was brought and planted on the mountainous lands of Baysun beklik in May at the same year. Non-irrigating field was ploughed mostly in spring and it was hollowed till autumn, and sometimes till next spring 90-100 puds harvest may have been taken from 3 puds seed from each 10 meters because of local food, ploughing the ground and convenient weather condition. So, people had enough harvest from working on non-irrigating fields.

The peasants of the valley were not only good at planting cereal crops but also they had long traditions on gardening. Dr. Yavorsky who was in Sherabad town in 1880 gave information about tasty melons, water-melons and other fruitful gardens. Russian official who lived in Termez at the beginning of XX century wrote about convenient weather condition of Surkhan valley for gardening.

Sangardak village which was 1700 metres high from sea was also good place for gardening. As spring came people of Sangardak left the village for their gardening places. They built their gardening places in sloping areas and near streams. Such kinds of gardens were named Totumdara, Navxoonak, Khudjaipesh, Okkon, Tovkon, Bogxoibolo, Chologon, Yusuf, Teerak, Big Lake, Little Lake, Abzayeed, Archamozor. Especially apple trees were planted in the gardens of Bukhara emirate. N.V.Khanykov wrote about 8 types of apples in the gardens of Bukhara. They are: talxysyb – a large round; jay-little yellow, delicious; hoji – khoni – middle size, white; rakhsh – white and red; sybytoorsh-especially 3 types, yellow; mooshkyn-syb-middle size, fragrant yellow; makh-toby-middle size, white; syby-soorkh-red, not so big.. There were more than ten types of apples in Sangardak gardens. And they were Khoonbony (early-ripening), javpazak (ripes during barley-ripening period), kyrmyzak (early-ripening), boorivoy (summer), khosakampyr (red), samarkandy (winter). There also were several kinds of olmurut. For example: khusaynymuroot, toshmuroot, yovoyimuroot, toortmuroot, chilgymurootyozmurootandsoon. People took good harvest from apples. One apple tree might have given 350-400 kilos of apples.

Pomegranates of Tarokly and Kushtegirmon in Sherabad and Dashnobod village in Denau were known not only in Bukhara emirate but also in Central Asia. N.Maev wrote such information about pomegranates of Dashnobod: “Dashnobod is a big and rich village famous for its delicious pomegranates. These pomegranates were spread in Bukhara emirate too. Only big and tasty pomegranates of Shakhrisabs can be equal to these pomegranates”. Viticulture was also main branch of gardening in Bukhara emirate. And several kinds of grapes were planted in Surkhan valley too. They were: Khoosayny, white kyshmysh, black kyshmysh, nahol, black bakhtiyory, allaky, toypy, sooltony, avak, shoovoorgony, kampyrgrape, byshkadok, sopydak, red Surkhan, gov Surkhan, white gov



Surkhan, chylgy, otbagrysurkhak, myldyrgrape, heartdove, ishvoi, sabzak, kanyorug, tuyatysh, obaky, kelinbarmoq and others.

There were many fir – trees and pistachio plants on Bobotog mountains in Denau and Baysun. Pistachio was the main income source of the population, and pistachio plant gave good harvest. Tradesmen bought every funt pistachio for 7 coins and sold it expensively to Russian markets, 1 funt pistachio was sold from 60 coins to 1 rouble in Odessa.

Surkhan valley was famous for its sweet apricots. The apricot “boozrook-khony” that was planted in Salovot village was more delicious than other kinds of apricots. And this apricot was curative for heart and vein illnesses.

N. Khanykov wrote about apricots such ideas: “Apricots were dried and sent to Russia, at the beginning of the term 1 botmon apricot was sold for 8 coins, at the end of the term every botmon was sold for 4 coins. And in Russia it was sold for 15 coins at the beginning of the term, and 1 golden coin at the end of the term.” Vegetables such as onion, turnip, carrot, and field fruits: melon, water-melon, cucumber, pumpkin, and technic sowings, such as tobacco and cotton were planted in the valley. After the aggression of Russian Empire potato, cabbage, tomato were also planted.

After planting these sowings, tax was demanded from those vegetables too. There were more than 10 types of melon in Surkhan valley: olapuchok, whitenovot, kukcha, burikalla, emiry, zarkokyl, chapcha, otkalla, tyrysh, kundalangtoor. Olapuchok and white novot melons were sent to Bukhara emirate palace. Olapuchok melon was brought from Talymaron. Makhmud ibn Valy who lived in XVII century wrote about melons of Termiz and Denau. And the melon “kukcha” were planted in Sherabad beklik. This was not only tasty melon, but also it kept its shape and taste for a long time. The melons were planted in Sherabad were sent not only to Bukhara but also Russia.

Discussion

In conclusion, continuing traditions in agriculture in Surkhan valley is the best way to future development.

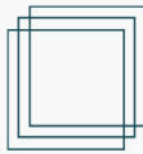
Central Asia, that is Surkhan valley was the area where agriculture developed. Archeological sources shows that this land was destination of irrigating agriculture.

Special features of agriculture of the valley was saved during Bukhara emirate time. We may see it in planting seeds, cultivation, irrigation, and taking care them.

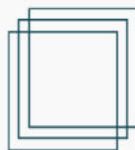
Because of great experience population of Surkhan valley took good harvest in agriculture based on traditions of their ancestors. So, this is the nation who saved and developed the traditions and bring to young generation.

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EPISTEMOLOGICAL APPROACHES AND THE PSYCHOLOGY OF KNOWLEDGE

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Annotation: Epistemology is the study of the nature of knowledge, justification, and the rationality of belief. Much debate in epistemology centers on four areas: (1) the philosophical analysis of the nature of knowledge and how it relates to such concepts as truth, belief, and justification, (2) various problems of skepticism, (3) the sources and scope of knowledge and justified belief, and (4) the criteria for knowledge and justification. Epistemology addresses such questions as: «What makes justified beliefs justified?», «What does it mean to say that we know something?», [4] and fundamentally «How do we know that we know? ».

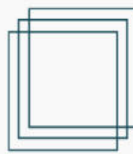
Key words: epistemology, knowledge, psychology, concept of knowledge.

Epistemology, the philosophical study of the nature, origin, and limits of human knowledge. The term is derived from the Greek **epistēmē** (“knowledge”) and **logos** (“reason”), and accordingly the field is sometimes referred to as the theory of knowledge. Epistemology has a long history within Western philosophy, beginning with the ancient Greeks and continuing to the present. Along with metaphysics, logic, and ethics, it is one of the four main branches of philosophy, and nearly every great philosopher has contributed to it.

The term “epistemology” comes from the Greek «episteme», meaning «knowledge», and «logos», meaning, roughly, «study, or science, of». «Logos» is the root of all terms ending in «-ology» – such as psychology, anthropology – and of «logic», and has many other related meanings.

The word «knowledge» and its cognates are used in a variety of ways. One common use of the word «know» is as an expression of psychological conviction. For instance, we might hear someone say, «I just knew it wouldn't rain, but then it did.» While this may be an appropriate usage, philosophers tend to use the word «know» in a factive sense, so that one cannot know something that is not the case. (This point is discussed at greater length in section 2b below.)

Even if we restrict ourselves to factive usages, there are still multiple senses of «knowledge,» and so we need to distinguish between them. One kind of knowledge is procedural knowledge, sometimes called competence or «know-how;» for example, one can know how to ride a bicycle, or one can know how to drive from Washington, D.C. to



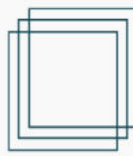
New York. Another kind of knowledge is acquaintance knowledge or familiarity; for instance, one can know the department chairperson, or one can know Philadelphia. Epistemologists typically do not focus on procedural or acquaintance knowledge, however, instead preferring to focus on propositional knowledge. A proposition is something which can be expressed by a declarative sentence, and which purports to describe a fact or a state of affairs, such as «Dogs are mammals,» « $2+2=7$,» «It is wrong to murder innocent people for fun.» (Note that a proposition may be true or false; that is, it need not actually express a fact.) Propositional knowledge, then, can be called knowledge-that; statements of propositional knowledge (or the lack thereof) are properly expressed using «that»-clauses, such as «He knows that Houston is in Texas,» or «She does not know that the square root of 81 is 9.» In what follows, we will be concerned only with propositional knowledge.

Propositional knowledge, obviously, encompasses knowledge about a wide range of matters: scientific knowledge, geographical knowledge, mathematical knowledge, self-knowledge, and knowledge about any field of study whatever. Any truth might, in principle, be knowable, although there might be unknowable truths. One goal of epistemology is to determine the criteria for knowledge so that we can know what can or cannot be known, in other words, the study of epistemology fundamentally includes the study of meta-epistemology (what we can know about knowledge itself).

The studies made of philosophy and the history of philosophy are countless. It is not the intention of this section to present a long, comprehensive view of the different theories, but to present the bases for the position defended in this paper. One could argue that there are main approaches in traditional epistemology. The first has its origins in Plato and is based on the idea that knowledge exists independently of empirical reality. Descartes would be in line with this position too (see e.g. Markie, 1998; Garber, 1998). The second is referred to as the empiricist approach. Here Aristotle is the main figure and he contends that knowledge is created through experience. And finally a third approach, mainly represented by Kant, which would be placed between the two previous ones, holds that knowledge is a combination of experience and inner capacities.

This is obviously an oversimplification of the approaches, reducing them to some specific characteristics that make them similar. A deeper analysis would be needed in order to fully understand the work of the different authors presented, such as Plato, Aristotle and Kant, but here only few specific aspects of their theories are considered.

More recently, the field of psychology has made some interesting contributions to the field of epistemology. Three main approaches have been proposed in classical epistemology, and similarly, three main approaches to psychology are presented: (1) psychology of the inner mental world, corresponding to the epistemology of Plato and Descartes, (2) behaviorist psychology, corresponding to traditional empiricism, and (3) constructivist psychology, related to the third approach to epistemological thought:



Critical rationalism. The first approach in psychology combined contributions from quite diverse authors: Wundt, Köhler and Freud. It is argued, however, that all of them share the conviction that the inner mental world is crucial in understanding the nature of knowledge. For them, knowledge is in one way or another generated mainly from the inside out. This approach to psychology, therefore, considers an inner world that is partially (if not totally) independent of empirical reality. Knowledge is mainly produced inside our heads from our own resources.

Behaviorism is a psychology tradition rooted in physiology. Behaviorism has its basis in Pavlov's work on classical conditioning (see e.g. Pavlov, 1904 or 1928). For Watson (1924, p. 5), behavioristic psychology attempts to formulate, through systematic observation and experimentation, the generalizations, laws and principles which underlie man's behavior.

Behaviorism is, therefore, not so much concerned with knowledge as it is with behavior. However, learning has a central role in their theories, since learning is the result of a successful training process, in which the conduct has been modified. Skinner, in his work with animals, especially pigeons, managed to "teach" them to get food by pressing a button. This "intelligent" behavior elicited the correct reinforcements – giving food – when the pigeon produced the correct response – pressing the button. Skinner (1953, p. 153) argues: The whole process of becoming competent in any field must be divided into a very large number of small steps, and reinforcement must be contingent upon the accomplishment of each step... By making each successive step as small as possible, the frequency of reinforcement can be raised to maximum, while the possible aversive consequences of being wrong are reduced to a minimum.

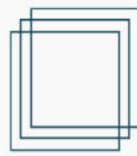
Behaviorists claim that the human mind cannot be studied; only its consequences, behavior, can be empirically studied (Saettler, 1990, p. 13). The different types of reinforcements that we receive will shape our behavior. Thinking is for the behaviorists "sub-vocal talking", just one type of "implicit habit responses" (Watson, 1924, p.15).

Knowledge is therefore external to the human mind; it occurs "from the outside-in"; it is the association of stimulus and responses (Shuell and Moran, 1996, p. 3340). Complex learning occurs through the operant conditioning of different sequences of responses.

Constructivism

The third approach to psychology proposed here consists of an intermediate paradigm between the two previous approaches. It is the one that inspired the approach used in this paper, and it is, therefore, presented in more detail. Piaget is probably the most prominent exponent of this approach. He is one of the writers on education who is most frequently cited. His genetic epistemology has had, and still has, a great influence on curriculum design, educational theory and development psychology (Perner, 1996).

When confronting a new object or situation the script will assimilate or accommodate the new object or situation.

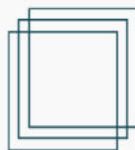


Piaget defines assimilation as “the incorporation of objects into patterns of behavior” (Piaget, 1950, p. 9); this means that the script grows, adding a new object (or situation) where the script will be functional. For example, assimilation occurs when a child is confronted with a pencil. The child can use the schema “grab and thrust” that s/he has already used with other similar objects. Using the schema will be successful, and therefore, the object “pencil” will be incorporated into the functional schema of “grab and thrust”.

Accommodation, on the other hand, occurs when the application of previously known schema to a given object is not successful; for example, the child cannot use the schema “grab and thrust” with a big ball. In this case, it is the “script” that changes, and the child will accommodate his/her schemata to the ball (see e.g. Flavel, 1963; Boeree, 2002).

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PEDAGOGICAL TECHNOLOGIES

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Annotation

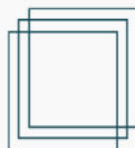
This article considers pedagogical technologies as one of the types of human studies based on the theories of psychodidactics, social psychology, cybernetics, control and management. The purpose of this work is to study types of pedagogical technologies and the technological map, to reveal the essence of pedagogical technologies, and also to consider the technology of pedagogical communication.

Key words: pedagogical technologies, teaching methods, educational work, professional teacher, technological chain, elements of pedagogical technology.

Pedagogical technology is strictly scientific design and accurate reproduction of pedagogical actions that guarantee the success. Since the pedagogical process is based on a certain system of principles, the pedagogical technology can be considered as a set of external and internal actions aimed at the consistent implementation of these principles in their objective relationship, where the personality of the teacher is fully manifested. This is the difference between pedagogical technology and teaching methods and educational work. If the concept of "methodology" expresses the procedure for using a complex of methods and techniques of teaching and upbringing without regard to the person who implements them, then pedagogical technology presupposes the addition of the personality of the teacher to it in all its various manifestations.

Hence, it is obvious that any pedagogical task can be effectively solved only with the help of adequate technology, implemented by a qualified professional teacher. Pedagogical technologies can be presented as teaching technologies (didactic technologies) and educational technologies. The most significant features of such technologies can be identified:

- the technology is developed for a specific pedagogical concept, it is based on a certain methodological, philosophical position of the author. Therefore, we can distinguish between the technology of the transfer of knowledge and technology of personality development;
- the technological chain of pedagogical actions, operations, communications is built strictly in accordance with the target settings, which have the form of a specific expected result;
- the technology provides for the interrelated activity of the teacher and students on a contractual basis, taking into account the principles of individualization and differentiation, the optimal implementation of human and technical capabilities, dialogical communication;



- the elements of pedagogical technology should, on the one hand, be reproducible by any teacher, and on the other, guarantee the achievement of the planned results (state standard) by all students;

- an organic part of pedagogical technology is diagnostic procedures containing criteria, indicators and tools for measuring performance results. [1]

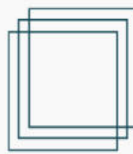
Pedagogical technology is interconnected with pedagogical excellence. Perfect mastery of pedagogical technology is skill. Pedagogical excellence, on the other hand, is the highest level of proficiency in pedagogical technology, although it is not limited only to the operational component. Among teachers, the opinion is firmly established that pedagogical skill is purely individual, therefore it cannot be passed from hand to hand.

However, proceeding from the ratio of technology and skill, it is clear that pedagogical technology, which can be mastered, like any other, is not only mediated, but also determined by the teacher's personal parameters. One and the same technology can be carried out by different teachers, where their professionalism and pedagogical skills will be manifested. Modern researchers have proven that scientifically grounded and well-developed educational technologies help the teacher to achieve the planned result of professional activity with the maximum degree of approximation.

But in the field of education (as opposed to production), a lot also depends on the person who uses this or that technology. Therefore, the personality of the teacher, his culture, professionalism, intuition - all these are the conditions for the successful application of any educational technology. Equipping a teacher with the skills of independent analysis of his activities, as well as analysis, selection, development of educational technologies is an important scientific and methodological problem. According to the stages of solving the pedagogical problem, regardless of their content and time frame, one can distinguish between interrelated general and particular technologies.

General technologies include design technologies such as learning and implementation. Private - these are technologies for solving such problems of teaching and upbringing as pedagogical stimulation of students' activities, monitoring and evaluating its results, and more specific ones - such as analyzing the educational situation, organizing the beginning of a lesson, etc. One of the decisive conditions for the successful course of the pedagogical process is its design, which includes analysis, diagnosis, determination of the forecast and development of the project of activity. At this stage of solving the pedagogical problem, one can single out closely related types of teacher's activities, which are relatively independently aimed at constructing the content, means and programs of action for their own and students.

Accordingly, the technology of constructing the pedagogical process can be represented as the unity of the technology for constructing content (constructive-meaningful activity), constructing material or materialized means (constructive-material) and designing activity (constructive-operational). [2]



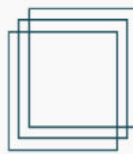
The technology of direct implementation of the pedagogical process can be represented as a set of consistently implemented technologies for transferring information, organizing educational and cognitive and other types of developmental activities, stimulating the activity of pupils, regulating and correcting the course of the pedagogical process, its current control. The central place among them is occupied by the technology of organizing activities, which is, in essence, the implementation of the concept and project of the functioning of the pedagogical process. The content of the teacher's activity at the stage of the implementation of the pedagogical process can be represented by an interconnected system of such pedagogical actions as setting goals for pupils and explaining the tasks of the activity; creation of conditions for the acceptance of the tasks of the activity by the collective and individual pupils; application of the selected methods, means and techniques for the implementation of the pedagogical process; ensuring the interaction of the subjects of the pedagogical process and creating conditions for its effective course; the use of the necessary techniques to stimulate the activity of students; establishing feedback and timely adjustment of the course of the pedagogical process.

Taking into account the technological requirements and characteristics of the activities of children to be organized determines the specifics of relatively independent technologies for organizing the developmental activities of children. In the organization of educational and cognitive activities of students, the technology of teaching them to solve problems of different types is of decisive importance. At the same time, it is characteristic that the number of solved problems for teaching knowledge, skills and thinking is not of fundamental importance. In the holistic technology of organizing educational and cognitive activities, which essentially boils down to managing the processes of solving educational problems by students, an important element is teaching them the culture of defining concepts. In the course of this work, students begin to understand the organizing role of definitions in comprehending the subject as a whole [3].

The pedagogical requirement is a universal initial method and the basis of the technology for organizing developing activities. The pedagogical requirement does not lose its purpose in connection with the change in the philosophy of education itself, since it is fully consistent with the principle of the priority of the subject - subject relations in the total volume of relations of the pedagogical process.

While mastering the specific technology of organizing the developmental activities of children, it is important to keep in mind that a pedagogical requirement in its development should go through a natural series of steps: from primary to initial, from it to requirement-rule, then to requirement-norm, and finally develop into requirement-principle.

The technology of organizing the developmental activity of schoolchildren according to the type of reflexive control, in contrast to the authoritarian one, involves placing the pupil in the position of an active subject of cognition, communication, labor and social assessment, carried out in the general system of collective work; development of the student's ability to self-government (self-regulation, self-organization, self-control of their own activities);



organization of the pedagogical process as a solution to educational and cognitive and other tasks (problems) on the basis of creative interaction (dialogue) of teachers and pupils.

The productivity of pedagogical activity is largely determined by the level of the teacher's mastery of the technology of pedagogical communication. An analysis of pedagogical practice shows that many serious difficulties in solving the problems of teaching and upbringing arise from the teacher's inability to properly organize communication with children. Whatever classifications of teaching and upbringing methods are proposed, the influence of the teacher on the personality of the student is carried out only through live and direct communication with the students.

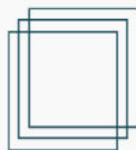
Upbringing will be effective if the child has a positive attitude towards what we want to bring up with him. At the same time, this or that relationship is always formed through the established communication mechanism. That is why every teacher is faced with the task of mastering the technology of pedagogical communication. Ignorance of technology leads to the fact that communicative actions are carried out by trial and error.

Pedagogical communication has dynamics that correspond to the logic of the pedagogical process (design, embodiment of design, analysis and evaluation). Hence its stages:

- modeling of the upcoming communication in the process of preparing for a lesson or event (prognostic stage);
- organization of direct communication (the initial period of communication)
- "communication attack";
- communication management in the pedagogical process; - analysis of the implemented communication technology and modeling of a new one for solving another pedagogical problem.

The named stages characterize the phased deployment of pedagogical communication. The first stage of pedagogical communication - its modeling - is associated with the implementation of a kind of planning of the communicative structure of interaction, adequate to the pedagogical tasks, the current situation, the personality of the teacher, the characteristics of individual students and the class as a whole. The second stage of pedagogical communication involves the organization of direct communication, during which the teacher takes the initiative, allowing him to have some advantage in managing communication. For this purpose, orientation is carried out in the conditions of upcoming communication, which may include such moments as the teacher's awareness of the style of his own communication with students; mental restoration of the experience of his communication with this class; clarification of the communication style in the new communicative conditions. This is where the concretization of the object of communication takes place.

Usually the class as a whole acts as the object of communication. However, depending on the specific pedagogical tasks, the teacher's communicative attention can be focused on a group of children or on an individual pupil. The third stage of pedagogical communication



is communication management, the essence of which is the communicative support of the applied methods of influence.

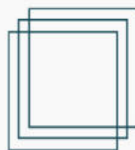
Communication management consists of concretizing the communication model, clarifying the conditions and structure of communication, and implementing direct communication. The main condition for managing communication is the teacher's initiative, which allows solving a number of strategic and tactical tasks: to provide guidance for the process, to create an emotional atmosphere, etc. The fourth stage is the analysis of the course and results of the implemented technology of pedagogical communication. It is most often called the stage of feedback in communication and, in terms of its content and implementation technology, corresponds to the final stage of solving a communicative task. Without feedback, the reflexive moment not only gets worse, but can become inadequate. The main purpose of this stage is diagnostic and correctional. The presented logic and stages of the process of pedagogical communication in real pedagogical activity may be different. Some stages may be contracted or not clearly manifested, and sometimes, on the contrary, excessively stretched.

However, the presented logic reveals the most typical situations that develop in the process of pedagogical communication. Thus, in accordance with a holistic approach, when developing and implementing a project of the pedagogical process as a system, it is necessary to strive to ensure the organic unity of all its components, bearing in mind that changes in one of them automatically cause changes in others. Pedagogical technology, in contrast to the methodology, involves the development of the content and methods of organizing the activities of the pupils themselves. It requires diagnostic goal-setting and objective quality control of the pedagogical process aimed at developing the personality of schoolchildren as a whole.

The function of technology is to transfer experience, use it by others, so it should initially be deprived of the personal touch of its developer. The composition of the technology is not a set of methods, but the prescription of the steps of the activity leading to the desired result, which is possible when relying on objective stable connections between the sides of the pedagogical process. To make the transfer of experience possible, the steps of the teacher's and the student's activity must be spelled out not only in a concrete-subject matter, but also abstracted, in a generalized form.

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**THE PLACE AND ROLE OF NIZAMULMULK'S WORK "SIYASATNAMEH"
IN THE EAST SOCIO-POLITICAL IDEAS FORMATION**

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Abstract:

The article deals with the work of Nizamulmulk "Siyasatnameh", written during the Seljuks reign, in four areas: the governing power skills, the just king idea, the relationship between the kingdom and the people, the ideological and practical foundations of governance. In Siyasatnameh, the author interprets power and the kingdom as a divine blessing, only to attain the kingdom. It gives important ideas that it is to be carried out by the God command, and that the main king task is first and foremost to keep the people peace and to win the people hearts and keep their well-being forever. It discusses in detail the basic social qualities necessary to pursue a just policy. In the author's view, contemplating the basic social qualities of a king, the king is first and foremost endowed by Allah with various prophecies and greatness, giving him beautiful beauty, pleasant character, courage, bravery, and intelligence.

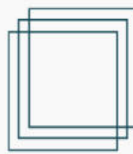
Keywords: politics, justice, statehood, governance, equality, admonition, wise minister, peace, just king, civil status.

1. About power management skills

Nizamulmulk Abu Ali Khasan ibn Ali Tusi (1018-1092) - a famous politician, science patron, author of "Siyasatnameh". Nizamulmulk served as the Seljuk state minister Ali Arslan and his son Sultan Malikshah for more than 30 years, from 1061 to 1092, and created the work Siyasatnameh or Siyar ul-muluk, which is widely known in the West and East. This work introduced Nizamulmulk to the whole world and has been taught as a basic textbook in Eastern madrassas and Western universities for centuries as a political skill management subject of state power. Siyasatnameh consists of 50 chapters, which is devoted to a separate area of policy-making, control and practical guidance, the means of applying the state power mechanism in the same area, are described through an exemplary life story.

Throughout his life, Nizamulmulk paid special attention to the science development. At his initiative, madrassas built under the name "Nizamiya" in Baghdad, Basra and Isfahan became knowledge and enlightenment centers. Nizamulmulk paid special attention to such great thinkers as Abu Khamid al-Ghazali and Umar Khayyam.

At that time, 30-year-old Umar Khayyam (1040-1123) was a well-known astronomer. He was invited to lead a group formed in 1074 to reform the Sassanid solar calendar.



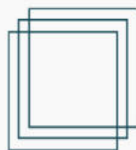
Umar Khayyam did this work and was invited to the scientific and public affairs of the devon. Although Umar Khayyam rejected this offer, Nizamulmulk paid him 1,200 districts a year and created conditions for his scientific and literary activities.

Malikshah (1072-1092) built a large observatory in Merv, the capital of the Seljuk Empire. The scientific and cultural atmosphere will be created in the palace. The future great scholar Muhammad al-Ghazali (1058-1111), who had just begun his career at this time, and the Arabic poets Muizi, Tantarani, and Tughrai, were associated with the Malishah's palace. In 1067, Nizamulmulk built the world-famous Nizamiya madrasah in Baghdad. Mukhammad al-Ghazali once taught at this madrassa.

Created nine centuries ago, "Siyasatnameh" is the certain conditions, social consciousness and thinking result, the culture and spirituality, and practical socio-political experience level. This indicates that our great ancient history has accumulated a great deal of experience in statehood. So, if we take a closer look at our great history, we will see that our statehood policy roots go back to such unique works as "Siyasatnameh". We can see that Amir Temur also benefited from this politics and governance source in his time, when in his "Temur's Statutes" the "Siyasatnameh" author Nizamulmulk was described as a model with special love. At the same time, in the Qur'an and the Hadith, which are the source of human virtues, such theoretically based qualities as justice, equality, and truthfulness have found their practical expression in works such as "Siyasatnameh". "It should be noted that the state issue is at the heart of Siyasatnameh and he did not set himself the giving goal dry advice and instruction rather, it remains scientific stories based on the experience of different states rulers, generations, and his own personal experience. Since its inception, "Siyasatnameh" has attracted the entire scientific community attention, and all Muslim sultans and officials have copied it and used it in their work. "Siyasatnameh" serves as a reliable source for the Eastern culture and political life study in the East in general.

Amir Temur in his "Tuzuklari" also speaks about the actions of the great minister and statesman Nizamulmulk. It is nobely acknowledged that a wise, knowledgeable and vigilant minister is a great power in various aspects of the country life, facilitating the important and difficult tasks facing the king with his entrepreneurship and foresight. "Let them honor and respect such a minister, let them know and cherish the state partner. No matter what he says, whatever he says is a mirror of the mind", and is again cited as an example of Nizamulmulk as a respected minister.

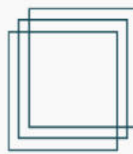
"Siyasatnameh" was considered by scholars to be a political program of the Seljuks. The main ideas of the work are that minister Nizamulmulk urges kings and governors to do justice, peace and mercy, to govern the state wisely, to establish strict rules and regulations, officials to be conscientious, clean, honest and faithful, to work for the country prosperity, its people, peace and harmony.



2. Ideas about a righteous king

The issues of power, politics, and the righteous king are at the heart of “Siyasatnameh”. In his work, the author interprets power and kingdom as a divine blessing. Achieving the kingdom is possible only by the command of God, and the main task of the king is first and foremost to keep the peace of the people and to win the hearts of the people and to keep their well-being forever. “Allah subhanahu wa ta'ala raises a man from among the people to the throne in every century and epoch and gives him trades and pleasant virtues, giving the peace of the world and the rest of the slaves into his hands, and closing the door through it, spreads his signature and luxury in the hearts and eyes of the crowd, until the people seek refuge in the shadow of his justice, live in peace and wish his state eternal prosperity,” Nizamulmulk wrote. (Nizamulmuluk. Siyasatnameh. “New Generation”, Tashkent 2015, 19-p). If the king deviates from his policy and the conditions of justice, there will be rebellion among his subjects. This, in turn, can harm the affairs of the Shari'ah and the decrees of the Almighty, and on this pretext they may be harmed by this king. As we read Siyasatnameh, we feel that the author was opposed to any disorder and rebellion. In his view, any rebellion is evil, and it can lead to the resentment of the people, which can lead to the renewal of power and even the overthrow of the righteous king. According to the author, the rebellion will cause unjust bloodshed on the head of the people, the closure of the cauldron of calamity. The prevention of such misfortunes depends on the ring qualities and policies of the righteous king. Nizamulmulk elaborates on this and expresses the following opinion: “Allah shows His power to one of the people, gives him state and iqbal, finds knowledge and wisdom from the Almighty, and with this knowledge considers each of his subordinates equal to himself, gives dignity to each one according to his rank, gives a career, separates servants from the people, gives each one a career and a place, provides them with the necessity and importance of religion and the world, protects the citizen, so that he may live in the shadow of his justice with moral bliss. If one of the servants or mahrams does something unworthy and understands the good, he should be reinstated, and if he is not vigilant, he should be replaced by another worthy person. If any of the people does not value the right to blessings, peace and tranquility, betrays, betrays, commits treachery, commits treason, commits a sin, punishes, dismisses and renounces them. (See: Nizamulmuluk. Siyasatnameh. “New Generation”, Tashkent 2015, 20-p).

According to the Constitution, one of the requirements for the peaceful management of the state and the welfare of the people is to create conditions for agriculture, which is the main occupation of the people. This includes digging sewers from abroad to bring water, digging large canals for the improvement of villages and fields, building castles, building cities, building wide streets and rabots.



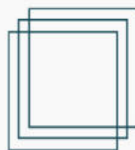
Most importantly, the peace of the royal estate and the perpetuation of its name are determined by the literacy of the citizens. Due to the literacy of the citizens, the name of the king will go down in history, adorn his life and bring happiness to the people. The condition for this is that the king's student should open madrassas for sciences and create all conditions for them to acquire knowledge.

In *Siyasatnameh*, Nizamulmuluk elaborates on the basic social qualities necessary for the king to pursue a just policy. God first adorns His chosen servant with various prophecies and greatness. For example, He gives him beautiful beauty, pleasant demeanor, courage, bravery, intelligence, horse riding and the use of various weapons, knowledge of various trades, to have mercy on the servants whom Allah has created, to keep the promises, to believe in the religion, by believing in Allah and paying attention to him, praying and fasting, and respecting the religious scholars and ascetics, to give alms to dervishes and beggars, to do good to servants and subordinates, to live happily with the people, endowed the oppressors with the virtues of forbidding oppression. Therefore, Allah, according to His worthy rank and good faith, gave him the state and property, made the world subservient to him, conveyed his policy to everyone, and the people of the world pay tribute to him and are therefore free from his wrath. (See: Nizamulmuluk. *Siyasatnameh*. "New Generation", Tashkent 2015, 21-p).

Continuing these views, Nizamulmuluk emphasizes that the state and status of the state depends primarily on the justice of the king and the observance of ancestral traditions, values, customs and traditions. "So, says Nizamulmuluk, the state of the country is like that, and the state is like a candle of wisdom and good image." (See: Nizamulmuluk. *Siyasatnameh*. "New Generation", Tashkent 2015, 21-p).

Nizamulmuluk narrates his work in the second chapter through interesting stories about the main aspects in which the justice of kings is manifested. Only if the king fully realizes that the kingdom is a blessing from God will he be known to the people from his good deeds and justice. Only then will the people strengthen the king's kingdom with their prayers and services. Only then will the kingdom and the state enjoy their peace. Compassion should be the main motto of the king. Because, according to Nizamulmuluk, "Property can exist through disbelief, and with oppression it is doomed to failure." (See: Nizamulmuluk. *Siyasatnameh*. "New Generation", Tashkent 2015, 22-p).

Nizamulmuluk makes very important points by quoting interesting stories that warn the kings to confirm this idea. In one story, he describes such an event in great detail: The Prophet (peace and blessings of Allaah be upon him) reported that on the Day of Resurrection, whoever was the leader of a people and gave orders would be brought in with his hands tied. If he had been righteous, his hands would have been opened with justice and he would have been led to heaven. If he had been a tyrant, they would have been thrown into hell with their hands tied. It is also narrated in the hadiths



that on the Day of Resurrection, the one who gives the answer will answer the people under his control, and will be like the shepherd who answered the sheep. (See: Nizomulmuluk. Siyasatnameh. “New Generation”, Tashkent 2015, 23-p).

In another story he writes about it: “The king must be aware of the condition of the people as secretly and openly as he can. He must save the people from the tyranny of the oppressors, without allowing tyranny. The blessings of his deeds will touch his state, and the people will bless him, and blessings will be bestowed on his name until the Day of Judgment. Great rewards will be written in his deeds”. (See: Nizomulmuluk. Siyasatnameh. “New Generation”, Tashkent 2015, 23-24-p).

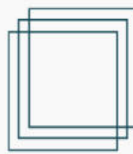
3. On the question of the relationship of kingdom and citizenship

As noted above, the development and decline of the kingdom depends on the content of the relationship between power and citizenship. If a kingdom is alienated from the people, alienated from its sufferings, the life of such a kingdom is short. That is why a righteous king must always be aware of the situation of his subjects. To do this, he must be able to accept the responsibility fairly, just as he can organize the affairs of the kingdom.

According to the third chapter of the Siyasatnameh, the king must receive the oppressed two days a week, punish the oppressors, and listen directly to the words of the people. Important applications must be received and responded to. If the news spreads that "the king summons the dodhahs, listens to them twice a week, and punishes the oppressors," then the oppressors will not commit atrocities out of fear of the consequences of their actions. (See: Nizomulmuluk. Siyasatnameh. “New Generation”, Tashkent 2015, 24-p).

The organization of the affairs of the kingdom in this order has been repeated in each stage of the history of our great statehood. We find this in the testaments of Amir Temur to his children, Alisher Navoi to Badiuzzaman, and Babur to his son Humayun. At this point, we found it necessary to quote the following opinion of experts on the issue of comparing Nizmulmuluk and Alisher Navoi. Alisher Navoi can be compared to Abu Ali Khasan Nizamulmuluk (1018-1092), who was the prime minister (grave minister) and thinker during the Seljuk period and wrote Siyasatnameh. In particular, Amir Temur expresses such wishes when passing a will to his descendants before his death. “I find solace in that, ... no one will harm his neighbor anymore, the rich will crush the poor, and I will not allow the strong to oppress the weak during my reign. Be aware of the dependence of the people on the peace of the people, be resolute and courageous.” Alisher Navoi, in a letter to Badiuzzaman, who later ruled in Astrobod, gave the following advice on governing the country:

1. Wake up early and pray with the congregation
2. Sit on the couch and listen to the complaints of those who complain



3. After breakfast, discuss “property matters” with the arch state
4. Strictly adhere to the timing and control of assigned work
5. Twice a week, make sure that supervisors check the prices in the market

Mirza Babur also bequeathed to his son Humayun, after the morning prayers, he advised the citizens to hear the complaints and inspect the markets twice a week.

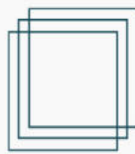
As we read the work, we can see that the author has studied and applied the spiritual heritage and books of his ancestors in the coverage of this issue. In one of the stories in this chapter, it is narrated that the Ajam kings built a shop and took it to the desert in order to hear the suffering of the people with their own ears, and there they heard the suffering of the people without any intermediaries. The reason for this is that if the king sits somewhere, there will be a corridor, a door and a curtain. Selfish people and oppressors take advantage of this and do not put the oppressors before the king.

Nizamulmulk writes in his work that official ministers and secretaries must always be aware and aware of their activities. Because they serve as the main bridge between the king and the people. If there is corruption in their affairs, politics will deteriorate, the people will suffer, and the people will become alienated from the kingdom. Most importantly, they must be on good terms with the people. “When giving an act to the Ummah (zakat), they guide him to live well with the people, to treat them well, and not to charge taxes other than rent. He should also demand the tribute in such a way that it does not harm the people. If the tax is collected prematurely, the people will suffer, they will be forced to sell their property at half price, leave their homes, and become destitute and destitute, writes Nizamulmulk. (See: Nizomulmuluk. Siyasatnameh. “New Generation”, Tashkent 2015, 23-34-p).

So, according to Nizamulmulk, the work of officials should always be checked. If he is doing his duty properly, he will remain in his duty, otherwise they will give this action to a worthy and worthy person. If the property is confiscated from the citizen, it will be returned to the owners. Then they confiscate his wealth, hand it over to the treasury, and punish him, and others do not give him any other deed so as not to take an example and oppress the people.

In the case of ministers, it was argued in the Constitution that the peace and harmony of the country depended on the activities of the ministers, so it was necessary to secretly investigate the ministers and their condition, and how they were doing. If the minister does not have good intentions, the damage to the country will be felt, there will be no way to fix it, and the king will always be anxious, upset, and distressed. (See: Nizomulmuluk. Siyasatnameh. “New Generation”, Tashkent 2015, 34-35-p).

In the history of our statehood, the ideas about the qualities of ministers, the duties of the state, their responsibilities are repeated in each period, as we have noted above.



Regarding the role of the minister in public administration, Nizamulmuluk opens with the story of his king Bahrom Gor and his minister Rostravshan. The story goes, "Citizens, the people are a herd, and our minister is a shepherd! I see the state of the country and the people in a bad state. He hides the truth from whomever I ask. Now he concludes that I should examine the condition of the people and the actions of Rostravshan. (See: Nizomulmuluk. Siyasatnameh. "New Generation", Tashkent 2015, 37-p).

In quoting these stories, Nizamulmuluk urges the king not to be ignorant, but to always be vigilant and vigilant. "The ignorance of the Emir and the treachery of the minister will destroy the kingdom," Nizamulmuluk wrote in the language of Alexander the Great, citing the example of the treacherous minister of King Darius of Iran. (Nizomulmuluk. Siyasatnameh. 44-p).

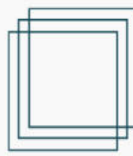
According to Siyasatnameh, another reason for the decline of the kingdom was the giving of vital advice not to offend those who had a public reputation and not to remove them from office, and to take immediate action if they did. He writes that if this happens, they can unite with the enemies and embark on the path of destroying you.

In the play, the king advises the four categories of people not to forgive their sins in order to maintain their kingdom. The first was the sin of those who avenged his country, the second was those who looked at his harem, the third was those who exposed his secrets, and the fourth was the sin of those who were strangers to the king with their tongues and secretly avenged the king with their enemies. "Brave's actions reveal his secrets." When the king is awake, nothing is hidden from him. (See: Nizomulmuluk. Siyasatnameh. "New Generation", Tashkent 2015, 45-p).

4. About awareness of the state of the citizen

The Siyasatnameh emphasizes that the social protection of the people and the peace and well-being of its people depend on the fair activities of the property owners, the muqatte (tax collectors). This form of justice was first and foremost seen as a prerequisite for ensuring the safety of citizens' property, children, and equipment. It is emphasized that taxpayers have the right to receive remuneration from the citizen only for good purposes and should receive it in a timely manner. If this balance of justice was violated, the people had the right to appeal directly to the palace, and it was stipulated that this should be done. This principle of governance now seems to be directly related to the principle of "open doors" in politics. "If people come to the palace and want to report their situation," Nizamulmuluk wrote, so that they do not resist, and whoever does so must shorten his hand, withdraw his iqta, punish himself, and set an example for others." (See: Nizomulmuluk. Siyasatnameh, 45-p).

The goal is to ensure that the king's door is open from the official to the common citizen. Nizamulmuluk tells about this in the story through the activities of King



Noshiravon, mentioned in the fifth chapter. “-Why is the door of our palace now open to the oppressors, and closed to the oppressed? The citizen and the neighbor are both our subordinates and servants. Riyat gives and the army pulls. Our doors must be more open to those who are ruthless and atrocious, as well as to our citizens who pay tribute. For if a tyrant comes to our palace, they will not let him come to me and tell me what he has done.” (See: Nizomulmulk. Siyasatnameh, 53-p).

As mentioned above in the “Siyasatnameh”, the necessary condition for the protection of the people is the periodic inspection of the work of officials. "Righteous kings," Nizamulmulk said, "always think of the weak, and they must inspect the affairs of the muqattas every two or three years for the necessity of the country, so that the muqattas do not look after the people, and the province is prosperous and administrative." (See: Nizomulmulk. Siyasatnameh, 56-p).

There is another category of property that needs to be treated very carefully, and it is necessary to be constantly aware of their condition and to ensure their completeness. These are the judges. It is therefore necessary to provide for their condition in full, if each of them is paid the necessary amount, so that there is no need for them to betray. Because this work is so delicate, they judge the good and bad of Muslims. This practice cannot be trusted to ignorant and impure people, but only to pure, pious scholars. (See: Nizomulmulk. Siyasatnameh, 56-p).

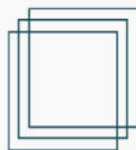
We can read in the sixth chapter of the work dedicated to them that the Nizamulmulk judges and their great role in the peace of the state and politics were emphasized. Even in the case of judges, the issue of dismissing a governor if he makes a wrong decision has been raised. It is said, "If a ruler rules in anger and oppression, he should be removed from office and informed the king." (See: Nizomulmulk. Siyasatnameh, 56-p).

It is clear that in “Siyasatnameh” the category of judges is defined as the owners of the scales of justice in society and politics. They were respected as the needy and listeners of the people. “Whoever blocks the way of the needy and the complainants, the king will shed his blood!” says Siyasatnameh. (See: Nizomulmulk. Siyasatnameh, 57-p).

The purpose of this emphasis is that in the eyes of the Nizamulmulk, both property and citizenship belong to the sultan. They all belong to Allah. Tax collectors and governors stand sentinel on their heads and keep the king safe along with the subjects.

5. On the ideological and practical foundations of management

The “Siyasatnameh” states that one of the greatest virtues of kings is piety. For it is said that religion and the state are the closest to the king. That is why the king must first determine the attitude of the governors who rule in each city to the affairs of religion in the first place. As a criterion for this, it should be learned that they fear



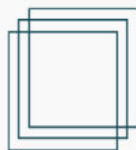
Allah and are not selfish. "It is obligatory for the king to study the affairs of religion, to perform the fards of Allah, to perform the sunnahs of the Messenger, to give their share from the treasury, and to respect and honor the ascetic dervishes," Nizamumulk said. (See: Nizomulmulk. Siyasatnameh, 78-p).

To do this, the king must summon the clergy once or twice a week. So that he may hear from them about the proclamation of the good news and waste of the command of the Almighty, the interpretation of the Qur'an and the hadiths of the Prophet (peace and blessings of Allaah be upon him). This quality is the criterion that determines the justice of the king. It is also said that those who do justice live in the palaces of paradise for those who are under their control. Indeed, "justice is the glory of religion, the power of the sultan, the harmony of the people, the balance of all goodness. For example, Allah Almighty said: "Allahu lazi nazzala al-kitaba bi-l-haqqi wa-l-mizona", that is, a king whose heart is filled with justice, whose home is a resting place for the pious is the most revered king. (See: Nizomulmulk. Siyasatnameh, 65-p).

The main reason for this is to preserve the purity of Islam, which is the main condition of politics and governance. When suffering arises in the country, it hinders the world, the heresy and enmity that make the king unhappy and miserable intensify. That is why kings have always followed those who are protected, pious and unselfish, for the justice and advice of the people, so that they can do the right thing at the right time. (See: Nizomulmulk. Siyasatnameh, 65-p).

In the ninth chapter of his work, Nizamulmulk provides interesting information on the organization of state secrets and its secret affairs, as well as the correct selection and appointment of state chiefs and informants who carry out this work. After all, the masters and chiefs were appointed by the king, not by others. Indeed, the presence of the informed and munkhiy (messengers) will be a sign of the justice and strong thinking of the king, and will be directed to the prosperity of the province. Chiefs and informed are trustworthy and honest people who are paid according to their career and knowledge, and the expenses and salaries that go to them are paid from the treasury, not from the citizens. They had a high level of supply, so that the needs of the nobles and deputies did not fall into betrayal and bribery, and the wealthy state found in honesty was sufficient for them.

The play deals with the supreme decrees and orders sent from the royal palace and their execution in the eleventh chapter, it is said that if a decree is often written and sent from the royal palace, the respect for it will be even less. The conclusion from this is that nothing should be written from the upper house unless it is necessary. The respect and power of the decree is in its execution. That is why no one should leave it out of his hands until the decree is executed. If a person has a negative attitude to the king's decree or is allowed to prolong its execution, he and his relatives are punished. Hence, the king's order must be obeyed and taken seriously.



The country peace, as a basic condition of the well-being of the people, requires that the kings be aware of the state of the people and the condition of the whole country. In order to carry out such work, that is, to keep abreast of everything that was happening in the country, he made extensive use of spies who kept the king informed of every event. "The spies," the Siyasatnameh said, "should be sent around as traders, tourists, Sufis, and drug dealers, so that they may report everything they hear." (See: Nizomulmulk. Siyasatnameh, 95-p).

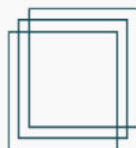
The purpose of this was to enable the king to be informed of every event in a timely manner and to take action as soon as possible. Any rebellion allows us to be aware of the movement of the opposition.

In "Siyasatnameh", it was considered necessary to regulate the rapid arrival of messages in order to be aware of the life of the country. The timely arrival of the messages will create conditions for peace awareness and country well-being. To this end, it was a condition of good organization of work to place paykols (messengers) at a distance of fifty miles and to provide them with their monthly expenses and necessities. Fifty miles away, special places were prepared for runners, and any message arrived quickly.

In the eighteenth chapter of the work, interesting ideas are given about the king's constant consultation with sages and elders in order to pursue the right policy. Doing all things with advice is a sign of a person's strong will, wisdom and worldview. For in his work it is said that the measure of every deed must be decided by the wise and the old, by those who have seen the world, elsewhere "The measure of one man has the power of one man, the measure of ten men is equal to the power of ten men, and the more, the better". (See: Nizomulmulk. Siyasatnameh, 117-p).

Nizamulmulk tried to prove the idea that kings should consult with wise men and elders in the example of the Prophet (peace and blessings of Allaah be upon him). According to the play, "The people of the world know that none of the people was wiser than the Prophet (peace and blessings of Allaah be upon him). He had a deep knowledge, and he saw the things that were happening behind him as if they were in front of his eyes, and the heavens and the earth, the throne and the floor, the tablets and the pen, heaven and hell were not hidden from him. Gabriel also always brought revelation and announced the existence and non-existence. Even when he knew such virtues and miracles, Allah commanded our Prophet, "Shovarakhum fil-amri", i.e. "O Muhammad, if you want to do something or if there is a need, consult with your companions". It is said that you are obliged to consult with the Prophet (peace and blessings of Allaah be upon him) as long as it is a command from Allaah. (See Nizomulmulk. Siyasatnameh, 117-p).

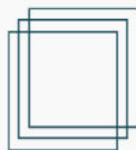
The benefit of this is that if a king wants to do something or solve a need, he must consult and counsel with wise old men and elders. Each one expresses his or her opinion, compares it with the king's opinion, listens to each other, and thinks in all



directions, and then chooses the opinion that is approved in the middle. The most accepted event will be the most rewarding and should always be done that way. He advises that the result of the work done without consultation and advice will not be good.

Consultation and counseling are the basic conditions for the king to be pure and clean at the head of the people, to be vigilant, and to lead with justice by pursuing the right policy. We are witnessing that this has been practiced in every period of the great stages of our statehood.

The king has no right to rush into this matter, since the work of the Nizamulmuk kingdom is an extremely responsible one. That is why when a king hears a message or suspects someone, he orders it slowly, knows the truth, and distinguishes between truth and falsehood. Haste is the work of the weak, not the strong, says the “Siyasatnameh (Policy)”. In this regard, Nizamumulk refers to the King in the Qu’ran as the basis of Allah's opinion on this matter. “Oh Muslim! If someone gives you a false message, you should find out first”. To this end, he gives the idea that nothing should be said until the king has revealed the truth.



**HERMENEUTICS AS A SCIENCE OF CORRECT UNDERSTANDING AND
INTERPRETATION OF THE MEANING OF PHILOSOPHICAL TEXTS**

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Abstract:

The article examines the development of hermeneutics, which is a historically changing phenomenon, functionally dependent on certain social realities, where there is a long process of gradual transformation of a work (mythological, philosophical, historical, literary, religious content) into a text.

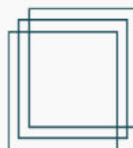
Key words: Hermes, theology, philosophy, secular hermeneutics, the Gospel, pagan culture, dual essence;

Introduction

The name "hermeneutics" is associated with the name of the ancient god Hermes, the patron saint of orators, merchants, travelers and thieves, a mediator who transmits news from one to another. The Greek word *Ἑρμηνεύματα* means interpretation. When perceiving the speech of another (including recorded in writing), misunderstanding may arise. To overcome it, a set of techniques is proposed. A number of such methods were developed in antiquity, and at the same time the comprehension of these methods begins - the question is posed of what a name is and how it relates to the essence of things. The problems of hermeneutics occupied a special place in Christian theology and philosophy also because any text consists of words (signs), and Jesus Christ was considered the incarnate original Word (Logos).

Main part

The emergence of secular hermeneutics (interpretation of secular, i.e. profane, texts) in European culture can already be spoken about in the classical period of ancient Greek civilization, when the problem of correct understanding of Homer's poems became urgent, on the study of which the educational system was largely built and played a huge role in Greek culture in general. In the period of late antiquity and in the Middle Ages, the problem of correct understanding and interpretation of the meaning of philosophical texts, and above all Plato and Aristotle (often distorted by scribes and translators), becomes urgent. The correct pronunciation of the canonical texts of



prayers, hymns and chants in ancient times was often considered a necessary condition for the gods to respond to the requests of people. Recall that the Gospel of John begins with the words: "In the beginning was the Word and the Word was with God and the Word was God."

The main stages of the development of hermeneutics in Western Europe

Epoch	Interpretation type	Authors	Types of texts
Antiquity: early; classic; late;	religious exegesis; secular exegesis; Jewish exegesis; Christian exegesis; secular exegesis	priests; philosophers: Philo Origen, Tertullian, Tatian, Augustine Plotinus, Proclus, Iamblichus, etc.	sacred texts, visions and revelations; Homer's poems; texts of the Old Testament; biblical and philosophical texts; texts of previous philosophers (Plato, Aristotle, etc.)
Middle Ages	Christian exegesis (Catholic)	Boethius, Isidore of Seville, Anselm, Abelard, Thomas Aquinas, Duns Scotus ...	Holy Scripture (Bible); Sacred Tradition; texts of ancient philosophers
Revival	Catholic exegesis; Protestant exegesis; secular exegesis	Catholic theologians Luther, Calvin de la Mirandola, Lorenzo Vallo	Bible; Sacred Tradition; Holy Scripture (Bible); any antique texts
Education	Protestant exegesis	Protestant theologians	Holy Scripture (Bible); texts by Protestant theologians
XIX century.	general hermeneutics	Schleiermacher, Dilthey	any texts
XX century.	philosophical hermeneutics	Heidegger, Gadamer	any texts; human hermeneutic experience

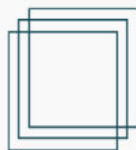
During the Renaissance, hermeneutics developed especially rapidly, while solving two main tasks:

firstly, it was necessary to find techniques and methods for the correct reading of ancient texts, i.e. texts that existed within a different historical period and a different (pagan) culture;

secondly, in connection with the development of Protestantism, which rejected the "Sacred Tradition", the task arose of a new reading and interpretation of biblical texts. The solution of the first problem contributed to the formation of secular, and the second - theological Protestant hermeneutics. These studies have had a great influence on the formation of modern linguistics (linguistics).

In the XIX century began the formation of general hermeneutics as an independent scientific discipline engaged in the study of any texts (both religious and secular). Particular merit in this belongs to Schleiermacher and Dilthey.

Speaking about the contribution of Schleiermacher to the development of philosophy, it is necessary to highlight the following three points. He offered, first, a romantic interpretation of religion; second, a new reading of Plato; thirdly, he developed the foundations of general hermeneutics. Schleiermacher believed that hermeneutics is the study of "the interconnection of the rules of understanding", and its goal is to create a methodology for identifying the correct understanding of any written text. For him,

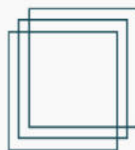


the text is a two-fold essence: on the one hand, it is a part of the language, and on the other, it is a product of the individual's creativity. Hence - the dual task facing hermeneutics: on the one hand, linguistic ("grammatical"), and on the other hand, psychological ("technical") study of the text.

In linguistic analysis, the text is studied and interpreted as part of the linguistic system, as the bearer of objectively existing linguistic structures and patterns; such an analysis requires a comparison of the text with other texts written in the same historical era and in the same language. In the psychological, the main emphasis is on the subjective component, i.e. on the individual stylistic features of the text coming from the author, on those combinations of expressions that are not rigidly set by the rules of the language. The text is identified with the worldview. Such an assumption presupposes precisely the decoding of the text, i.e. the idea that the key to the text is not in itself, but behind it. If the text is identified with the worldview, i.e. According to Hippolyt Teng's formulation, a text is "a snapshot from the environment and a sign of a known state of minds," then it must be understood, on the one hand, through the peculiarities of human construction of the world. A psychological interpretation and the concept of the author as a unique source of this particular construction of the world are born. On the other hand, the text can be presented through the realities that it describes (Schliemann's idea of treating Homer's text not only as an object of aesthetic contemplation, but also as a source of geographical, historical and other information is a vivid expression of this approach). Historical criticism of sources, naturalism and critical realism - this is not a complete list of approaches based on this idea. Comprehension and speech production are now two sides of the same coin; as Wilhelm von Humboldt gracefully noted, "people understand each other not because they are mutually imbued with the signs of things, and not because they are mutually predetermined to create the same concept, in accuracy and perfection, but because they touch the same link in the chain of their sensory ideas, hit the same key of their spiritual instrument, in response to which then appear in each of the corresponding, but not identical concepts."

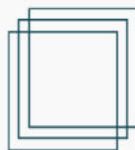
Conclusions

Thus, an important achievement of Schleiermacher can be considered the introduction by him of the concept of "hermeneutic circle". He noted that understanding the parts is essential to understand the whole text, but at the same time, to understand the part, as a rule, it is necessary to understand the whole. But at the same time, the correct understanding of a word in a sentence can come only through understanding the general meaning of the sentence. This is how the hermeneutic circle arises.



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ICT IN LANGUAGE LEARNING

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Annotation

The article considers about mastering this or that information technology in language learning process. There are analyzed why to use them, how to take advantage of the new opportunities offered by these technologies, and how to make effective use of new technologies, especially in the field of education and language training.

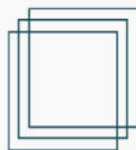
Keywords: challenge of learning, role of information technology, education system, various areas of human activity, stages of learning and cognition.

In fact, society is now faced with the challenge of learning to use the computer properly, optimally, and harmlessly throughout the education system. The role of information technology is very important in today's industrial society, today they play a central role in the process of intellectualizing the society, developing its education system and culture.

Their widespread use in various areas of human activity aims to get to know them as early as possible, starting with the early stages of learning and cognition. The education system and science are one of the objects of the process of computerization of society. Computerization of education, due to the peculiarities of the educational process, requires a detailed examination of the technologies used in computerization and their possible spread. In addition, the desire to actively use modern information technologies in the field of education should improve the level and quality of training of specialists. The "testing" of information technology used in education should be aimed at fulfilling the following tasks:

- ensuring and developing the student's thinking sequence;
- assist in all types of cognitive activities in education, development and consolidation of skills and competencies;
- implement the principle of individualization of the teaching process while maintaining integrity.

Therefore, it is not enough to master this or that information technology. It is important to use functions and capabilities that are able to guarantee the solution of the above tasks to some extent. The active policy of computer hardware and software manufacturers, especially in the cloning of personal computers, and of telecommunications services companies, means that in today's information society, people cannot work without computers. However, most users cannot answer the simple question, "What new and useful things have computer technology brought to his life?"



One thing is clear: the use of these technologies alone requires significant material costs.

But why use them, how to take advantage of the new opportunities offered by these technologies, and how to make effective use of new technologies, especially in the field of education, in education and training? Even education experts in developed countries cannot answer these questions equally and cannot assess the impact of the use of computers and information technology on education. This is despite the fact that their computers in the education system are used much longer and more efficiently than ours. Experts around the world are still unanimously saying that the use of computers in this area of human activity has created more problems than solved. Here we are talking about the process related to the use of information technology in the teaching process, and not about organizing and assisting the learning process.

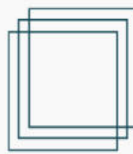
The main problems that arise in this case are:

- how the process of automation can change;
- how to build a computer-aided learning process;
- which part of the teaching material and in what form it is presented and implemented using a computer;
- assessing the level of knowledge mastery, combining skills and capacities;
- which information technologies to use for the performance of pedagogical and didactic tasks.

To transfer the course to computer learning technology, the teacher who has set the course must have a good methodology not only about the subject area, have knowledge of the systemization of knowledge, and be well versed in the possibilities of information technology, and also to find out what kind of didactic device the computer supports. In addition, he or she should receive information about those technical measures and software, both during the development of practical programs and the associated learning process. No one can do that, of course.

A computer can only be used as a learning tool if there is a suitable program. The use of IT in education and training is ultimately in the development and use of educational programs. The peculiarity of this type of software product is that, together with the computer program, it must collect the didactic and methodological experience of the subject teacher, the relevance and accuracy of the information content of a particular academic discipline, as well as the meeting.

The requirements of the educational standard and at the same time the possibility to use it for the independent work of the learner and in the educational process. The education system makes a lot of software to assist in the education process. This can include databases, traditional information and reference systems, reservoirs (storage) of all information, including images and video), computer training programs and training management programs.



The current stage of teaching computer technology in the educational process is to use the computer systematically, from the first lesson to the last, in a systematic way, rather than episodically. The main problem in this case is the method of automation of the course, which the trainee should master. Either a complete restructuring and orientation can be created to create new automated courses, or a methodology can be introduced with the course's partial computer support. In other words, we are talking about some form of computer support for the learning process.

Currently, the practice of using computer technology in education reflects two trends:

- the use of industrial universal computer programs designed to solve practical and scientific problems of various subjects and adapted to academic disciplines;
- the use of curricula specifically designed for curricula and the implementation of appropriate methods established by the inventors.

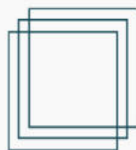
With a sufficient qualification in the field of new information technologies, the original version of the computer skills and the training program with the systems used, as well as libraries of typical graphic fragments prepared by specialists for general orientation fragment design and libraries of teaching materials, adaptations to the special curriculum (maintaining the high quality of the original product) will be in the power of individual teachers and small creative teams.

The goal of the change is to create automated courses to ensure personalization and mastery for each student. There is now a trend for commercial companies to invest heavily in the technology chains of multimedia devices to fill the market for educational software products, and in some cases teachers and educators in schools for educational purposes poorly or completely unknown.

Schoolchildren and students can master and use them. However, whether such a "computer manual" corresponds to a particular subject or course program, as well as how it should be used in the educational process conducted at a particular school, is often both the principal and the principal of the educational institution, and more, the teacher knows. They will only accept a curriculum developed or recommended by their peers as an aid to the learning process.

However, professional teachers and methodologists, like commercial companies, do not have the technical capabilities to create the necessary and useful software from their point of view to the learning process. Therefore, we need a system for the development of computerized courses, a system for the training and retraining of teachers who, with the support of the state, can use information technology to use computer education technology and, in parallel, computer science. Thus, the combination of information technology and education - these two trends - must be the basis for addressing human interests and the challenges facing the 21st century and humanity. In view of the above, a new promising topic is emerging: "Information technology in education".

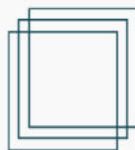
This area includes intellectual education systems, open education, distance learning and information education environments. On the one hand, this area is closely linked



to pedagogical and psychological problems, on the other hand with results achieved in scientific and technical fields such as telecommunication technologies and networks, computer systems for processing, visualizing information and interacting with people, artificial intelligence, automated systems for modeling complex processes; automated decision-making systems, structural synthesis and more.

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**USING A VIDEO FILM AS A METHOD TO INCREASE MOTIVATION IN
FOREIGN LANGUAGE LESSONS.**

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Annotation

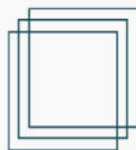
In our time - the time of developing technologies - the study of a foreign language has become perhaps the most interesting for students. A huge variety of techniques has appeared in the arsenal of the teacher in connection with the emergence and improvement of technical means. This is a great opportunity not only to facilitate the process of learning a foreign language, but also to increase the motivation of students, turn a foreign language lesson into an interesting and informative lesson. The relevance of our research lies in the fact that in our time the requirements for a school graduate are much higher than those that were 10-15 years ago. One of them is knowledge of a foreign language at a conversational level. The teacher's task is to teach students spoken English, given that this subject is given an average of two hours per week, starting with grade 1. The role of a foreign language is extremely important, knowledge of the language is almost the first requirement for employment in our country.

Key words: Use of video films, development of skills, activation of speech-thinking activity, internal psychological characteristics, a source of activity.

The use of video films in a foreign language lesson brings variety to the educational process, promotes the activation of students, and increases interest in the subject. The video is an effective means of developing oral speech skills, and, undoubtedly, helps to consolidate the past lexical, grammatical and phonetic material, expand the lexical stock, helps prepare students to understand the speech of different people, and create a natural language environment in the lesson. Research by Edgar Dale showed that people remember 20% of what they hear, 30% of what they see, 50% of what they hear and see, and 70% of what they say and write about. [1, p. 89-95]

The main purpose of the videos is to activate the speech-and-thinking activity of students in the process of mastering the language material by modeling the corresponding speech situations. The use of video in the lesson contributes to the solution of the following tasks:

- increasing the motivation for learning;
- creating a comfortable learning environment;
- contributes to the intensification of learning;



- increases the activity of trainees; - creates conditions for independent work of students.

In keeping with the principles of developmental learning, video also helps teach all 4 types of speech activity (reading, speaking, listening, writing), form linguistic abilities (through language and speech exercises), create communication situations and provide direct perception and study of the culture, history of the country of the target language. Within the framework of the stated topic, we solve the following tasks:

- study the scientific literature on the topic of research;
- to characterize the technology of working with video film and video recording;
- analyze examples of educational videos.

To achieve this goal, we use the following methods:

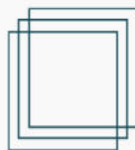
- analysis of theoretical literature within the stated topic;
- a descriptive method.

Despite the active use of video materials in the process of learning foreign languages, their diversity, the presence of a large number of video courses in foreign languages, the method of working with video materials has not yet been sufficiently developed. Modern psychologists and educators agree that the quality of the performance of the activity and its result depend, first of all, on the motivation and needs of the individual, his motivation, it is motivation that causes purposeful activity that determines the choice of means and techniques, ordering to achieve goals. Motivation is therefore a "triggering mechanism" of any human activity, as I.A. Zimnyaya says, whether it is work, communication or understanding [2, p.5].

Motivation is an internal psychological characteristic of a person, which finds expression in external manifestations, in a person's attitude to the world around him, in various types of activity. Educational and cognitive motivation is an activity-based approach to learning, the realization of the desire to study well. Any cognitive activity of students, along with operational components (knowledge, abilities, skills), includes motivational ones (motive, interest, attitude).

Motivation is a source of activity and orientation of the personality towards objects and phenomena of reality, as a result of which activity arises. Nourishes and motivates tangible, real, milestone and ultimate success. If there is no success, then motivation fades, and this negatively affects the performance of the activity. Among the various motives of the student, a special place is occupied by a cognitive motive, which is one of the most specific.

Currently, the formation of cognitive motivation is necessary, since it gives students a special personal meaning, due to which the study of a subject acquires an independent value for it. Cognitive motivation is based on a disinterested thirst for knowledge, an irrepressible desire to learn everything new and new. With this motivation, the student copes with difficulties with great ease. It should be recognized that the psychological patterns of development of the motivational sphere in general and cognitive motivation



in particular have been clearly insufficiently studied. Questions about the patterns of the formation of cognitive motivation, about the ratio of internal and external factors of its development, about the methodology of its formation remain unexplored.

Iskrin C.A. identifies five types of motivation:

1. Target motivation - what is needed for this activity is well absorbed, what it is aimed at and with the help of what it is carried out;
2. Motivation for success - if the subject is successful, then it is studied with redoubled interest. Motivation in the study of foreign languages increases significantly if the prospects for the use of knowledge are realized not only in the lesson, but also in extracurricular activities;
3. Cultural motivation - the language quickly reacts to all social changes in the life of a particular country. It reflects the mores and customs of the country. All this is of great value for understanding the social nature of language;
4. Aesthetic motivation helps to make language learning a pleasure;
5. Instrumental motivation takes into account the students' temperament and enables each student to express themselves in their favorite form of work [3, p.95].

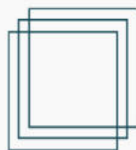
The formation of motivation is the creation of such conditions under which internal impulses (motives, goals, emotions) for learning appear; awareness by their student and further self-development by him of his motivational sphere. At the same time, the teacher does not act as a simple observer of how the motivational sphere of students develops, he stimulates its development with a system of psychologically thought-out techniques. The motive that encourages learning is not one, but a number of motives of various properties, which can be divided into the following groups:

- educational and cognitive (interest in learning, desire to acquire knowledge, cognitive need, curiosity, etc.);
- directly motivating (brightness, novelty, amusement, fear of punishment, etc.);
- promising-motivating (responsibility, sense of duty, etc.).

Numerous studies show that in order to form a full-fledged educational motivation in students, it is necessary to carry out purposeful work. Educational and cognitive motives, which occupy a special place among the groups represented, are formed only in the course of active development of educational activity.

There are forms of work that serve to stimulate the cognitive activity of students, the formation of motivation for learning, such as:

- Didactic games and exercises;
- Person-centered approach to teaching and upbringing;
- Extracurricular activities in subjects;
- Creative work of students in various subjects;
- Conducting subject Olympiads;
- The use of various pedagogical technologies (problem learning, game forms, developmental tasks, etc.);



- integration of learning (conducting integrated lessons)

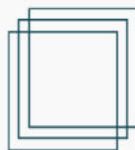
Regarding motivation as the most important spring of the process of mastering a foreign language, ensuring its effectiveness, it is necessary to keep in mind the following: motivation is a side of the student's subjective world, it is determined by his own motives and preferences, the needs he perceives. Hence all the difficulties of calling motivation from the outside. The teacher can only indirectly influence it, creating the prerequisites and forming the foundations on the basis of which students have a personal interest in work. The teacher will succeed in this the better, the more he succeeds in taking the place of the student, reincarnating into him. In this case, he will be able not only to recognize the motives of the student's activity, but also to evoke, develop and correct them from within.

A prerequisite for such mental reincarnation is a good knowledge of your students. The teacher must also imagine the entire arsenal of motivational tools, all types and subtypes of motivation and their reserves. Then it will be possible to accurately correlate the content of the educational process throughout its entire course with the corresponding types of motivation, i.e. to create a persistent accompanying motivation that forms progress in mastering a foreign language [4, p.310].

The successful start of learning a foreign language contributes to the creation of high motivation for learning foreign languages. The success of teaching and the attitude of students to the subject largely depends on how interesting and emotionally the teacher conducts the lessons. Much attention is paid to the issue of increasing motivation, maintaining and developing students' interest in the subject "foreign language", both in psychology and in the methodology of teaching this subject. How to motivate students to learn a foreign language? This question is especially relevant. Each student has a certain level of positive motivation that can be relied on and reserves for its development.

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**PSYCHOLOGICAL PREREQUISITES AND GENERAL
CHARACTERISTICS OF THE METHODOLOGICAL SYSTEM**

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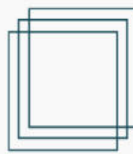
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Annotation

The article examines the system of communication between the teacher and students, which is developing in the mainstream of the method of activating the capabilities of the team and the individual, in the study group such a psychological atmosphere is created and maintained where such important social and psychological needs of people as the need for recognition are realized to one degree or another respect, attention from others, authority. It also further stimulates the educational and cognitive activity of students.

Key words: activation and intensification, educational process, personal abilities of a person, personal abilities of a teacher.

Now that we have working definitions of intensive learning and activation, we can give a more detailed rationale for the name of the methodological training system in question. It is intensive because it involves strengthening the activity of the teacher, students, their educational communication and interaction in order to accelerate the assimilation of knowledge, the formation of skills and abilities of foreign language communication. The natural reduction in the duration of training, which occurs at the same time, an increase in the volume of knowledge acquired during the same time, the acceleration of the formation of skills and abilities act not as essential characteristics of the definition of the system, but as conditions, results and consequences of the activation of the activity and interaction of the teacher and students among educational process. Its activation and intensification occur due to the more active use of the psychological, personal capabilities that the teacher and the student have, as well as the social and psychological capabilities that are inherent in the system of interactions and relationships characteristic of a developed educational team. The concept of "student's capabilities" is associated with the problem of the relationship between potential and actual in the development of personality. At one time in the psychology of learning in relation to the diagnosis of the level of mental development of the child, this problem was solved by L.S. Vygotsky through the introduction of the concept of "zone of proximal development", denoting the already existing, but not yet realized, possibilities of the child's intellectual development, which can be actualized with the help of an adult. A kind of "zone of proximal

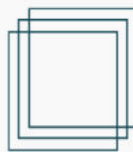


development", i.e. the opportunities for the accelerated acquisition of language knowledge, the formation of skills and communication skills, apparently, any adult student has. However, in various types of individual, traditional education, these opportunities are not realized or are not fully realized. The optimal conditions for their implementation are created by a team, a system of specific effective interactions and special interpersonal relationships that are developing in it, "revealing" and actualizing in the personality its best sides, contributing to its learning and development. The potential here becomes relevant due to the specific psychological microclimate of the educational team, i.e. favorable external conditions, and the result of development is largely determined by them.

The adult personality has certain "inclinations", not yet fully frolicked advantages or disadvantages, which can be actualized under the influence of a group or collective, into which this person falls. The system of interpersonal interactions or relationships, which form the basis of the psychological microclimate of the corresponding group or collective, acts on a person in much the same way as the physical climate on a plant. In each group or collective, the personality manifests itself to one degree or another one-sidedly, mainly in those properties of the traits that are set and supported by the norms that have developed here. They, these properties and traits, receive further development, and the rest, not actualized, remains in potency. A person's personal abilities never reach the limit of their development and are able to improve throughout the entire human life. Each achieved level of their development can be viewed not only from the position of the realized, but also from the point of view of what else can be achieved. This constitutes the sphere of possibilities for a person's personal development, within which it is possible, by analogy with intellectual development, to distinguish again the "zone of proximal personal development", i.e. to determine those potential opportunities that can be actualized in suitable socio-psychological conditions. Such conditions are created by the "transformation" of the study group into a study group with its system of effective interpersonal interactions and collectivist relationships.

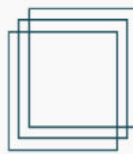
The sphere of the potential performs the most important determining function in the development of personality. It serves as a source of meaning formation. One of the forms of potential are the goals, aspirations, ideals of a person. So, S.L. Rubinstein emphasized that a person as a person is characterized not only by what he is, but also by what he wants to become, what he actively strives for, i.e. he is characterized not only by what has already taken shape and functions in his personality, but also by what constitutes the sphere of development opportunities. Favorable conditions that contribute to the realization of the individual's capabilities are sometimes called "amplifiers." Their role is that they actualize and develop potencies, each time combining their combinations in their own way.

The transformation of potential opportunities into actual features and vice versa is



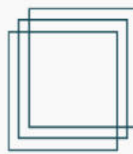
one of the essential mechanisms of personality development, characterizes its dynamics and movement. "Potential and actual personality traits are essentially two sides of a developing personality. This development acts as a dialectical process of the transition of the potential into the actual and the actual into the potential. Potential personality traits are the cumulative result of her actual life activity". It would be wrong to imagine that a person is always aware of his possibilities or ways and ways of their realization. A person is often unaware of the presence of certain abilities. When a vital necessity arises and the presence of suitable conditions, the possibilities of the individual can open up. This happens when the goals associated with them become personally significant. In this case, the mobilization of the forces and resources of the individual takes place, the identification of hidden reserves, often unknown to herself. The personal capabilities of the teacher and students in learning are understood to be those that are manifested in the activation of educational and cognitive activities. They are usually little used in other teaching methods. Such opportunities include an increase in interest in learning on the part of the teacher and in the assimilation of knowledge on the part of the student due to the inclusion in their activities of additional positive incentives and motives, such as, for example, the possibility of developing their own personality (the ability to speak in front of the audience on the part of the teacher and the ability make contacts and communicate with people from the student's side). It is this kind of content that we put into our understanding of "student empowerment." The process of activating the potential in the personality of the student is ensured by the organization of joint creative educational activities of the teacher and students in intensive training. This activity and the system of interactions (communication) and relationships that develop in it create a background against which new interests and needs are then formed, abilities develop, and a new attitude to the subject of activity arises. Trainees are involved in learning activities with a definite, pragmatically limited goal and a different initial level of interest. The special organization of the educational process in intensive training contributes to the emergence of new goals and interests of students. A.N. Leont'ev, clarifying what it means to make something interesting for a person, wrote: "This means: 1) to make effective or create a new motive, and 2) to make the desired goal. In other words, in order to arouse interest, you need to create a motive, and then open the possibility of finding a goal. "

S.L. Rubinstein attached equal importance to interests, believing that they are "a prerequisite for learning and its result. Therefore, interests serve, on the one hand, a means that a teacher uses to make teaching more effective, on the other hand, interests and their formation are the goal of pedagogical work. "It is hardly possible to say more precisely about the significance of this phenomenon in the educational process. A vivid model of learning, where interests are a prerequisite, goal, means and result, can be considered intensive teaching of foreign languages by the method of



enhancing the capabilities of the team and the individual. Rich practice and experimental research have shown that in almost 100% of cases, students who learn using this method noted an increase in interest. Other studies have shown that if at the beginning of learning, students are interested in individual achievements and are indifferent to the success of other group members, then the student realizes the benefits of the study group for himself, and in the end, the problems of the group as a whole become just as significant for him. Thus, the emergence of new needs, a change in motives in the course of educational activity is another factor in ensuring the transition of the potential into the actual, i.e. there is an enrichment of the personality. Thus, we can say with confidence that intensive training really forms an active, creative personality in learning and confirms the position of the infinity of a person's personal development. With the use of the method of activating the capabilities of the individual and the team, not only reliance on the dynamics of the potential and actual in the individual is associated, but also attention to the possibilities of intensification and activation of learning that the study group has as a team. Among the stimulating influences of this kind, we first note that group intensive training contributes to the emergence of additional, social and psychological stimuli for learning in the individual. First, we are talking about a kind of group psychotherapeutic effect that this method has on the teacher and students and which has already been experimentally registered in a study conducted by E.V. Moseiko. This also includes positive changes in the personality of trainees that occur in the learning process using this method and were also noted in a special study carried out by I.E. Nelisova. The potential opportunities inherent in the educational system itself are emphasized by the teacher from the first lessons in practice and, to one degree or another, are realized by the students, becoming additional stimuli for their educational and cognitive activity.

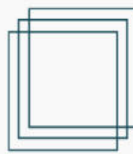
Finally, the very prospect that actually arises before students in a relatively short period of time to master the skills of foreign language communication, which rather quickly receives reinforcement in the successes achieved, provided by the concentration of educational material and the most intensive work in the first lessons, is another, albeit traditional, but reinforcing its own. influence by motive. So, under the activation of the capabilities of the individual is understood, first of all, the strengthening of the motivation for learning, and through it - and educational and cognitive activity in general. Its usually little or not fully utilized reserves in teaching foreign languages are all that was discussed above and what else we will talk about further. In the collective, more precisely, in the system of interactions and relationships that develop in the learning process between the teacher and the students, there are large, but also insufficiently used learning reserves. The activation and intensification of communication between the participants of the educational process contributes to the acceleration of the exchange of information, the transfer



and assimilation of knowledge, skills and abilities. A student learning a language from a textbook perceives and assimilates only what is in its text. By entering into active communication with the teacher and group mates, he additionally receives and can assimilate knowledge, adopt the skills and abilities that they have. The group, the team have the appropriate additional opportunities for the student. When the very organization of the process of interaction of communication in a group is scientifically substantiated and thought out, then additional opportunities open up for students in the assimilation of knowledge and the formation of skills and abilities. Our methodological system is a method of enhancing the capabilities of the team, since it is in it that the communication of the teacher and students is organized thoughtfully and consciously. Another and no less important reason for the name of the system is that it is focused on the accelerated transformation of the study group into a team, on the formation in it of a system of educational and personal relationships between the teacher and students, based on collectivist principles. Many outstanding teachers, starting with A.S. Makarenko, unanimously stressed that the formation and development of a personality can truly occur only in a team and through a team. Consequently, in order for the teacher to be able to actively use the motivational reserves available in the student's personality, to activate them and to actualize the incentives inherent in the team, he must take care to turn the study group with which he is dealing into a team as soon as possible. This is facilitated by the norms introduced into the system of relationships in the study group by the teacher, demonstrated by him and supported by the appropriate reward system. It should be noted that the collective-forming effect of training by the method of enhancing the capabilities of the collective and the individual is just as experimentally reliably confirmed as its "personality-mobilizing effect."

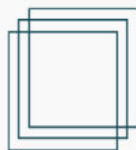
Intensive training in the unity of two functions - formative (upbringing) and teaching, organized as a creative active activity, contributes to the development of an independent creative personality, and collective forms of intensive training help to develop the "second type of intelligence", which has great social significance.

This refers to the relationship of people, their ability to solve the problems of interpersonal relations, which is absolutely necessary, provided that communication with other people takes a significant place in the life of everyone. In addition, in intensive learning it is necessary to find such methods of work that rely on the semantic component of logical memory, which activates the thinking of students. In this regard, intensive training involves the inclusion of the student from the very first lesson into active thinking through specially organized active learning. Favorable conditions are created for involuntary attention and memorization of the material. It is taken into account that the emotionally colored, personally meaningful is remembered better, and the combination of the visual-sensory and abstract-logical components of the presentation of the material (the provision of two-dimensionality)



contributes to the effectiveness of memorization. The entire system of introducing educational material reflects the correct specially organized alternation of imprinting and reproduction, which is carried out in controlled speech learning. The psycho-hygienic effect of intensive training is of particular importance. The activation of the trainee's capabilities is, as it were, a compensatory psychological mechanism that counteracts the crisis. This is greatly facilitated by the inclusion of the trainee in the process of communication and learning, in which play, play activity, being like a form of this process, at the same time remains "an important type and level of functioning of a person's personality." So, the methodological system of intensive training consists of two stages - cycles, the passage of which is possible both sequentially and intermittently from two weeks to a year. A break is possible, since the first stage is organized as a complete training, involving the solution of two tasks: the main task is to teach foreign everyday communication on the basis of a selected dictionary of 2500-2800 vocabulary units and the entire normative grammar of spoken language, and the additional task is to teach reading adapted and original literature. In terms of ensuring the transition to the second stage of learning after a break, even if it lasts a year, the solution of this second learning task turns out to be the main one, since independent reading of fiction not only maintains the stock of active and passive vocabulary that was achieved at the end of the first stage of learning, but also enriches the passive vocabulary of the learner. The second stage of training, advanced, is built on the basis of 2000-2500 vocabulary units and at a higher complex syntactic level of the language. The new grammatical material concerns mainly syntax and provides for the analysis of the phenomena inherent in written speech in the spheres of socio-political and general scientific. This stage provides the solution to several tasks:

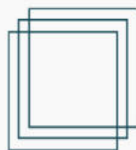
- 1) Teaching detailed, reasoned, monologic statements in the context of everyday, socio-political and general scientific communication;
- 2) Teaching translation from a foreign language into a native language of texts of socio-political and general scientific content;
- 3) Teaching to read original fiction, newspapers and texts of a general scientific nature. The solution of these problems of the two stages of training is provided, first of all, by the volume of the source dictionaries and its distribution in time, i.e. the prerequisites for intensive short-term training are preserved: the maximum amount of material for the implementation of the assigned tasks and the minimum time period and maximum concentration in time. A side effect of this organized teaching is the minimum extracurricular work of the students. Mainly, this condition remains at the first initial stage of training, which is associated with the need for a high concentration of studies in time, and therefore, the lack of real free time to do this work. But this is also due to the fact that during the initial stage of education there is still no opportunity to give students homework, which requires a creative independent solution. Therefore, the homework of this period of study is limited mainly to the



student's independent work with audio material (recording of educational texts) and the performance of 2-3 exercises. Another type of homework is effective - "correspondence" with group members and the teacher. This type of work is stimulated in the same way as class work, by communicative tasks, but the performance in this case is of a purely individual character. At the second stage of training, thanks to the classes distributed in time, as well as in connection with the ability of the trainees to independently creatively get acquainted and process new unfamiliar material (texts of a different nature), it becomes possible and necessary for the students to do homework. This work is also subordinated to communicative tasks aimed at students' independent creative solution of any questions or problems. These questions and problems are related to the sphere of personal, often professional interests of the trainees. The execution time of these tasks is not regulated, since their implementation is purely individual.

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THE CONNECTION BETWEEN LEARNING AND MOTIVATION IN LEARNING A FOREIGN LANGUAGE

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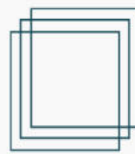
Abstract

Motivation management, learning foreign language is one of the central problems of teaching methods in school. The foreign language as an object has a number of specific features, one of which is the mastery of the foreign language by teaching the ability to communicate in foreign language. Unfortunately, at the moment, training in foreign language is mainly artificial and educational in nature due to the lack of a "natural need" for students to communicate in foreign language. In this regard, the teacher is faced with the task of creating an environment for foreign language speech communication in the process of language teaching, as close as possible to natural conditions. The article considers the relationship between learning and motivation for learning a foreign language.

Key words: Management of motivation, activity approach, specific communication situation, positive attitude.

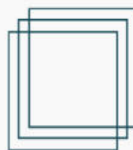
The most important factor stimulating the process of foreign language speech communication should be considered the motivation for mastering a foreign language. In recent years, this problem has been studied within the framework of the activity approach to learning developed by S.L. Rubinstein, A.N. Leontyev, and others. identify them correctly and manage them intelligently. In this regard, it is necessary to turn to theoretical studies on the problems of motivation, as well as to determine its relationship with the content of foreign language learning; because "educational speech activity is aimed at achieving by the communicators a certain positive or negative result in a specific situation of communication in the target language." [6] At the moment, there is no consensus or unambiguous solution to this problem, namely, what is motivation in general and the motivation of educational activity in particular. The search for ways to resolve the issue of motivation for learning is possible in terms of psychological research in this area, where the psychological foundations of motivation are considered. According to I.A. Zimnyaya, "a motive is what explains the nature of a given speech action, while a communicative intention expresses what communicative goal the speaker pursues when planning this or that form of influence on the listener."

In the field of teaching foreign language, psychological issues of motivation are solved in the works of A. A. Alkhazishvili, I. A. Zimney, A. A. Leontyev, N. M. Simonova and



others. Foreign literature also pays great attention to the role of motivation, called foreign by the authors of "Motor", "Key-word" in teaching foreign language. [5] Motivation is understood as a system of stimulating impulses that direct educational activity, in the case of a positive attitude of the teacher, to a deeper study of a foreign language, its improvement and the desire to develop the needs of knowledge of foreign language speech activity. Numerous experiments have shown that during one academic year, the attitude of students to various types of speech activity in a foreign language can sharply change in a negative or positive direction. This, in turn, depends on the teacher's style of work (the constant use of only one textbook, monotonous types of exercises weakens positive emotions, and the student turns into a passive contemplator), on the teaching materials, on learning outcomes, etc. So, the higher the progress in foreign language, the deeper in the subconscious of the trainee is a positive attitude towards learning a foreign language. Conversely, low academic performance is strongly correlated with negative cognitive, mnemonic, and communicative attitudes. [3]

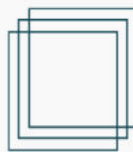
A positive attitude towards the study of foreign language contributes to the improvement of the results of learning speech activity. In addition, for the optimal organization of speech-thinking activity, it is necessary to know the types of motivation. The motivation for learning can be determined by external (narrow-minded) motives and internal motives. External motives are not related to the content of the educational material: the motive of duty, duties (broad social motives), the motive of assessment, personal well-being (narrowly social motives), lack of desire to learn (negative motives). Internal motives, on the contrary, are related to the content of educational material: motives of cognitive activity, interest in the content of learning (cognitive motives), motives for mastering general methods of action, identification of cause-and-effect relationships in the studied educational material (educational and cognitive motives). According to G.V. Rogova and Z.N. Nikitenko, interest in the process of learning in a foreign language rests on internal motives that come from the foreign language activity itself. Thus, in order to maintain interest in the subject, the foreign language teacher must develop internal motives in students. At the same time, the key and decisive parameters are those that are inherent in a given individual: personal experience, context of activity, interests and inclinations, emotions and feelings, worldview, status in the team. This allows for true motivation in students. In this case, "it is not the stimulation that works, but the inner urge; motivation is not brought into learning from the outside, not imposed on it, but is a direct product of the teaching method itself." The teacher is faced with a number of tasks, the main of which are to use interpersonal relationships and create emotional well-being, which in turn will increase the effectiveness of teaching foreign language communication. [4]



Since motivation is a multifaceted phenomenon, the content of training should include a whole range of means to maintain it. In the system of teaching foreign language as a foreign language culture, first of all, the means of maintaining motivation for cognitive, developmental and educational activities are important, which ultimately causes communicative motivation in the student of foreign language. In the general structure of motivation, the dominant motive is the main motive that determines educational activity and the formation of an attitude towards it. This is a cognitive motive, since it is based on a constant striving for knowledge; and also there is a connection with the content and organizational side of the educational activity itself. In the process of educational activity, the emerging private motives begin to act, guiding the formulation, acceptance and solution of individual tasks to achieve specific goals of teaching foreign language speech communication. Cognitive motives in mastering a foreign language are differentiated as follows: interest in a foreign language as such contributes to the formation of motives for the analysis of linguistic phenomena, for all kinds of forms and content of classes with a foreign language, for the development of linguistic thinking; the possibility of using a foreign language as a means of exchanging information, gaining knowledge with its help, studying the culture, history, development and reality of the country of the target language, broadening one's horizons form the motive of attitudes towards foreign language as a necessary means of cognitive activity. The motivational aspect is also crucial for the activation of all psychological processes - thinking, perception, understanding and assimilation of foreign language material. To do this, it is necessary to increase the levels of motivation, contributing to the development of cognition and intellectual activity in students, ultimately seeking to increase the effectiveness of the learning process.

"Internal condition", mental and physical experiences (needs), a conscious internal or external need (motives) give meaning, thereby stimulating speech and thinking activity, thinking, and lead to the desire to learn more and learn to think in language. Thanks to the situation, the needs of the individual are satisfied, and positive attitudes are created for the study of a foreign language. Thus, motives, interests, situations, attitudes are interdependent, constitute a harmonious unity of the personality, and are an internal energizer. Since teaching foreign language communication occurs through communication, which is a purely personal process in which the exchange of ideas, interests, the transfer of character traits is carried out, then in communicative learning, taking into account the personal properties of students is of paramount importance. Without taking into account the above factors, the speech actions of students are torn off from their real feelings, thoughts, interests, that is, the source that feeds speech activity is lost.

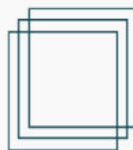
It is the consideration of personal properties that leads to the emergence of situational communicative motivation, that is, it ensures the student's proactive participation in



educational or real communication. Of all the variety of properties, personal individualization, which provides a challenge to communicative motivation, traditionally suggests taking into account the six methodologically most significant properties of a student as a person: the context of activity; personal experience; spheres of desires, interests, inclinations; emotional and sensual sphere; worldview; student status in the group. All of this encourages students to learn. The success of mastering a foreign language in its cognitive function contributes to the formation of linguistic flair; the satisfaction of the actual cognitive motives when studying a foreign language forms a stable motivation for constant work with him; the use of a foreign language to obtain certain information (reading magazines, newspapers, explanatory dictionaries, and the like) makes this language indispensable in the cognitive activity of the student, at the same time, the foreign language itself enhances the general cognitive activity of the learners, and, consequently, the motivation for learning the language increases. Scientists studying the motivation for mastering a foreign language distinguish a number of types of motivation, taking into account the individual development of students' needs:

- 1) communicative-motivational, determined on the basis of communication needs;
- 2) linguo-cognitive motivation based on the student's desire to learn linguistic phenomena;
- 3) regional geographic motivation, depending on the topic and emotional interest of the student; Since the specificity of the middle stage of foreign language learning is determined by "the target setting, the peculiarities of language proficiency, the nature of the assimilated material (volume, complexity, information content)", then at this stage the further development of communication skills and speech skills continues. The leading type of speech activity is oral speech; the study of foreign language acquires a pronounced regional character. All this gives tasks and exercises, all educational activities "quite communicative and motivational in nature."

The consistency of the content of education and the methods of its presentation with the real possibilities and interests of schoolchildren contributes to the formation of positive motivation. Particularly interesting is the approach to the problem of the connection between the content of education and motivation in the light of addressing the problem of language as part of a foreign language culture. This allows you to successfully combine the elements of regional studies with linguistic phenomena, which act not only as a means of communication, but also as a way to familiarize students with a new reality for them. This approach to teaching a foreign language at school in many ways provides not only a more effective solution to practical, general educational, developmental and educational tasks, but also contains tremendous opportunities to challenge and further maintain the motivation of learning. At the same time, the main task is "the study of linguistic units that most clearly reflect the peculiarities of the culture of the people - the native speaker of the language and the

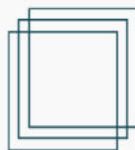


environment of its existence." The basis for this can be linguistic and regional studies, which have become firmly established in the practice of teaching foreign language, thanks to the research of E.M. Vereshchagin and V.G. Kostomarov. It is precisely reaching the level of possible expansion of regional geographic material that can logically and effectively solve the tasks of strengthening the socio-cultural orientation of foreign language education in general, expanding background knowledge, modernizing the lexical base and naturally strengthening the motivational aspect of learning a foreign language. The practice of teaching a foreign language shows that students are always interested in history, culture, art, customs, traditions, the way of everyday life of the people, the hobbies of their peers, etc. At the same time, it is necessary to carefully select the material, since the educational system faces the task of preparing schoolchildren for cultural, professional and personal communication with representatives of countries with different social traditions, social structure and linguistic culture.

Thus, the consistency of the content of teaching and the methods of its presentation with the cognitive needs and interests of students counteracts the formation of a negative attitude. Optimally selected material strengthens all components of motivation: needs, interests, emotions, motives themselves. The formation of a stable level of motivation for learning obliges the teacher to select appropriate teaching materials that would represent cognitive, communicative, professional values that are of a creative nature, would stimulate the mental activity of students. The use of culturological material in the educational process in foreign language creates conditions that motivate the educational process, and contributes to the deepening and expansion of the sphere of cognitive activity of students. [4]

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**WAYS TO INCREASE THE STUDENTS' MOTIVATION TO LEARN A
FOREIGN LANGUAGE**

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Abstract

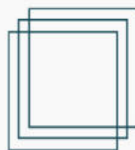
The most important and most difficult task for a teacher is to keep students interested in the progressive improvement of their individual language abilities. The generally accepted methodological complexes are not always ideal for solving this goal, so one has to turn to experimental complexes, fortunately, which are now offered in a wide range. The article discusses some of the ways to encourage students to learn a foreign language.

Key words: creating motivation, friendly atmosphere, developing skills, student discussions, speech activity.

There are many ways to stimulate students to learn a foreign language, the teacher must imagine the entire arsenal of motivational tools and techniques to achieve the main goal of teaching a foreign language. Creating motivation for learning a foreign language and for communication is impossible without creating a friendly atmosphere in the classroom. In the lessons, it is necessary to create situations of success. It is important to instill in children a sense of optimism and self-confidence. For this, the teacher must be himself an optimistic person towards students and colleagues. You need to pay attention to the efforts spent by children in completing the task, and not to the end result itself. It is necessary to instill in the child that success is built on failure. It is important to teach children to value not only their own, but also corporate achievements.

Meetings and discussions with native speakers

Meetings and discussions with native speakers are another stimulus that increases students' interest in learning a foreign language. During the discussions, schoolchildren have the opportunity to practice speaking with native speakers and develop listening skills, as well as realistically assess their level of language, which forces many to deepen their knowledge of a foreign language. For those students who already own oral speech, there is an opportunity to develop the ability to clearly and clearly express their thoughts and reasonably defend their point of view in a discussion. During the discussion, students not only gain experience in



communicating with native speakers, but also overcome the psychological barrier that arises when first communicating with foreigners.

Working with authentic materials

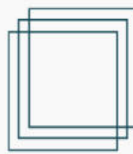
Teaching a foreign language pursues an important educational goal - to introduce students to the world of the culture of the country of the target language, to prepare them for communication at an intercultural level. The development of the skills of adequate communication and mutual understanding with native speakers implies the formation of socio-cultural competence. For this, modern teaching materials in foreign languages include authentic materials, which makes it possible to bring the content of educational materials closer to real situations in which students may find themselves in everyday life. Translated from Greek, "authentic" means "genuine". This term is most often used to characterize the texts used in the lesson. Authentic is traditionally considered to be text that was not originally intended for educational purposes. However, the concept of "authenticity" extends to other aspects of the educational process. As authentic materials aimed at the formation of communicative competence, a letter, a postcard, an ad, a page from a diary, a television program, a recipe, an advertising text, a questionnaire, interviews, popular science and regional studies texts are used. The use of authentic materials increases interest in learning a foreign language, helps to activate all types of speech activity, and introduces the target language to the culture of the country.

Application of information and communication technologies

One of the key competencies of a modern teacher is the ability to apply information and communication technologies in the classroom. Information and communication technologies not only give students the opportunity to keep up with the times, but also make the learning process more interesting. This technology makes learning challenging, creative, research-oriented. The use of ICT allows:

- 1) provide positive motivation for learning;
- 2) conduct integrated lessons using music, animation;
- 3) ensure a high degree of differentiation of education;
- 4) improve knowledge control;
- 5) rationally organize the educational process, increase the effectiveness of the lesson;
- 6) to form the skills of students' research activities.

Work with electronic manuals is of no small importance. Such work is always interesting for students, when you can work with material on various types of speech activities of native speakers or take a virtual trip to his country, or you can simply test your knowledge, it makes it possible to regulate the presentation of educational tasks according to the degree of difficulty. It is known that almost every teacher uses interactive presentations and videos in their lessons. They contain tasks in the form of questions, games, crosswords, and are also used as a means of visibility and the result of project activities. Another opportunity to make the lesson unusually

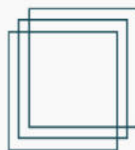


informative is to use, for example, virtual excursions in the presentation of material. The main advantages of a computer presentation are that it allows you to work with a large number of tables and diagrams (no need to draw on the board), allows all participants to take part in disputes with speech support (work in working groups). It has been proven that a child not only perceives information, but also remembers faster when he sees it on the screen. Another opportunity to unify the educational process is the use of electronic tests. The global Internet offers many helpful resources for working with authentic material that can be tailored to the specific learning objectives of the lesson. Electronic tests can be used both in the introduction and consolidation of the material, you can use remote forms of such work with the category of children who miss classes due to illness or are preparing for olympiads or competitions. And you can create such a test and print if it is not always possible to connect to the Internet.

Extracurricular activities

The main task of the teacher in organizing extracurricular work in a foreign language is to develop the need for schoolchildren to use a foreign language as a means of communication, cognition and social adaptation outside the classroom. This type of activity helps to overcome difficulties in learning and self-affirmation of students, as it allows them to reveal their capabilities and abilities. Extracurricular work increases the space in which schoolchildren can develop their creative and cognitive activity, realize their best personal qualities, that is, demonstrate those abilities that are often unclaimed in the classroom. All this creates a favorable background for achieving success, which, in turn, has a positive effect on learning activities. All areas of extracurricular activities should be considered as a meaningful guideline in the construction of appropriate educational programs, and the development and implementation of specific forms of extracurricular activities of schoolchildren should be based on the types of activities. So, for example, extracurricular activities in a foreign language can be organized in different directions:

- The scientific and cognitive activity of schoolchildren can be organized in the form of electives, educational circles, a scientific society of students, intellectual clubs, reading studios, clubs for young museum scholars, Olympiads, quizzes, etc. language, the art of debate and discussion.
- The artistic and aesthetic direction of extracurricular activities can be represented by the work of school linguistic theaters, holding exhibitions of arts and crafts in a foreign language, the functioning of song clubs (in English, German, French and other languages).
- Publicly useful and project activities in a foreign language can be organized in the form of linguistic camps during the holidays with the involvement of native speakers
- volunteers from foreign countries, where socially significant projects can be implemented in joint volunteer actions.



Music

Music is one of the most powerful ways to influence students' feelings and emotions. Music and song can be invaluable in learning a foreign language. The song evokes a great burst of enthusiasm and represents a pleasant and stimulating approach to the study of the culture of foreign languages. Good songs are not forgotten, unlike the grammatical structures that disappear from the head at the end of the lesson, songs can live a long time and become part of someone's culture. What are the methodological advantages of songs in teaching a foreign language?

- Songs are a means of more solid assimilation and expansion of vocabulary, because they include new words and expressions;
- In the songs, familiar vocabulary is found in a new contextual environment, which helps to activate it;
- In songs, grammatical constructions are better absorbed and activated
- Songs improve pronunciation skills;
- Songs contribute to the aesthetic education of students, team building.

Songs provide an opportunity to relax, relieve tension and restore performance.

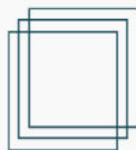
Dramatization

Dramatization techniques contribute to the development of both the main types of speech activity and the formation of associative thinking, memory, communication skills in a team, and the student's creative initiative. In the process of dramatization, students improve their skills and abilities of dialogical speech, learn to expressively read their roles, and master some elements of stage writing.

The specificity of dramatization lies in the fact that simultaneously with the development of the linguistic and speech side of the material, work is underway on its stage embodiment. It is necessary to show young artists how to move correctly in the course of the enacted dialogue, master gestures and facial expressions, speak loudly with good diction so that the audience can hear them. The importance of dramatization in mastering the skills and abilities of speech activity is determined by the fact that it excludes the mechanical reproduction of material. In the course of dramatization, direct links are established with a specific situation, which creates favorable conditions for the assimilation of language material and the formation of the ability to communicate in the target language.

Design methodology

The main goals of training are the formation of creative and critical thinking, the ability to operate with the information received and apply knowledge in practice in various situations. Working on projects enables students to reflect, independently search, analyze, generalize, and process the necessary information. During project activities, students realize their creative abilities. Students independently transfer the previously acquired knowledge, skills, and abilities to a new situation, they have new ideas. In the course of work on a project, students compare different points of view,



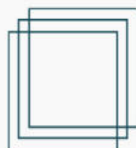
explain and defend their opinions, relying on scientific, proven facts, on their own and others' experience.

Project activity helps to foster a tolerant attitude towards interlocutors in students, as well as to interact with each other. In the context of the implementation of new educational standards, the unity of class and extracurricular work with students is of particular importance. The main goal of the interclub is the formation of civic activity of students, the education of patriotism, the formation of a tolerant attitude towards the culture of foreign-language countries. Extracurricular work allows students to participate in competitions and quizzes on regional studies, develop projects and presentations on regional studies, participate in international projects, establish friendly relations with peers in other countries by email, participate in intercultural online communication, organize various circles and sections on regional studies. The task of the head of the club is to organize the work of the interclub in such a way that it will interest and captivate the students.

As a conclusion, we can say one of the most essential skills in life is the ability of a person to communicate fruitfully with other people. Activating the child's communicative abilities, preparing him for life in society is the main developmental goal of all language school subjects. But when learning a foreign language, besides the goal, it is also a method. It is the teacher's task to teach the student to communicate with him, try to put before him the maximum number of life situations every lesson and teach him how to find optimal solutions. The global nature of the task increases the teacher's responsibility a hundredfold, raises the bar for the level of his professional readiness, and requires him to constantly improve himself. Motives, spheres of desires, interests and inclinations, worldview, student status, his life positions, as well as various situations are interdependent and constitute a harmonious unity of the personality. All this is an inner force that encourages the student to learn a foreign language and creates positive attitudes towards learning it. To do this, it is necessary to increase the levels of motivation, contributing to the development of cognition and intellectual activity in students, which, in turn, leads to an increase in the efficiency of the learning process.

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**EMOTIONAL IMPACT OF CORONAVIRUS DISEASE 2019 PANDEMIC
AMONG TEACHING AND NON-TEACHING STAFF IN VOCATIONAL
ENTERPRISES INSTITUTES IN ABUJA, NIGERIA**

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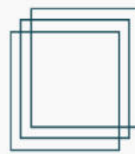
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Abstract

The study identified the emotional impact of COVID-2019 pandemic among teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria. The research design used for this study was a cross-sectional study. The study was conducted in Abuja, Nigeria. The population of the study was 182 respondents consisting of 91 males and 63 females teaching staff as well as 16 males and 12 females non-teaching staff from the six Vocational Enterprises Institutes, one each from the six area councils in Abuja, Nigeria. Total population sampling technique was used to select the whole population of the study. The instruments used for data collection was Pandemic Emotional Impact Scale. Cronbach Alpha statistical method was used to determine the reliability index of the instrument and found to be .90. The study employed the use of weighted mean formula to answer the research questions and z-test to test the null hypotheses using GraphPad online z-test calculator. Findings from the study revealed among others that worried about finances, anxious or ill at ease, difficulty concentrating, being less productive, worried about personal health or safety, being more bored, difficulty sleeping, feeling lonelier or isolated and feeling more down or depressed, worried about getting necessities like medications were emotional impact of COVID-2019 pandemic among teaching and non-teaching staff



in Vocational Enterprises Institutes in Abuja, Nigeria. The study recommended among others that, the education secretariat of the Federal Capital Territory, Abuja, Nigeria should develop an emotional intelligence framework for the management of emotional challenges associated with COVID-19 for teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria.

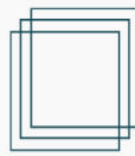
Key Words: Coronavirus Disease Pandemic, Emotional Impact, Teaching and Non-Teaching Staff

Introduction

Coronavirus pandemic, also known as COVID-19 pandemic, is an ongoing pandemic caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), first identified in December 2019 in Wuhan, China. The COVID-19 pandemic is the defining global health crisis of our time and the greatest challenge we have faced since world war two (United Nations Development Programme UNDP, 2020). The pandemic has caused large-scale institutional and behavioural 'shock effects' in various areas of human activity including education. The widespread of the COVID-19 pandemic led to the closure of primary, secondary and tertiary schools in over 100 countries (United Nations Educational, Scientific and Cultural Organization UNESCO, 2020). This closure has caused an unprecedented upheaval in the educational systems around the world especially in schools such as Vocational Enterprise Institutions.

Vocational Enterprise Institutions (VEIs) are institutions recently approved by the Federal Government of Nigeria to provide a veritable alternative route to higher education. The aim of VEIs is to widen access to Technical and Vocational Education and Training (TVET) and serve the needs of the industry and self-empowerment of the nation's citizens (National Board for Technical Education NBTE, 2012). The achievement of the stated aim is threatened by the negative impact of the novel COVID-19 pandemic on school. According to Bao et al. (2020), the multi-faceted changes in school system that have directly and indirectly resulted from the pandemic are, without doubt, the most universally shared major stressor among teaching and non-teaching staff.

Teaching staff are bedrock of any sound educational system just as education is to any developed nation. As schools are reopened after seven months forced lockdown, teaching staff are faced with both physical and psychological threats created by the COVID-19 pandemic. According to Grubic et al. (2020), COVID-19 pandemic and efforts to control the spread through non-pharmaceutical interventions and preventive measures such as social-distancing and other protocols prompted both psychological and emotional effects on teaching staff in schools, especially, in VEIs. Brooks et al. (2020) stressed that, worldwide, the Covid19 pandemic has created an



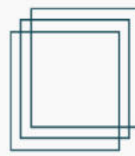
omnipresent psychological, and emotional threats to the well-being of both teaching and non-teaching staff. The non-teaching staff are employees in the school system whose duties are carried out outside classroom. Sarah et al. (2020) stressed that, non-teaching staff just as any group of individuals have no special immunity from the adverse effects of COVID-19 pandemic in schools. Zumla et al. (2010) confirmed that, the impact of pandemic such as COVID-19 on both teaching and non-teaching staff affects their emotions.

Emotion is indeed a heterogeneous category that encompasses a wide variety of important psychological phenomena. Robert (2020) a described emotion as a complex experience of consciousness, bodily sensation, and behaviour that reflects the personal significance of a thing, an event, or a state of affairs. Jones (2020) noted that, infectious disease outbreaks such as COVID-19, as well as other public health events, can cause emotional distress especially amongst students, teaching and non-teaching staff. Makhwathana (2017) disclosed that, negative emotions made teaching staff to lose control, shout, and become careless when talking. Negative emotions among teaching and non-teaching staff makes students feel humiliated, scared and ultimately withdrew from concentrating during learning. Nicola (2020) stressed that, negative emotions, thoughts and actions encourage negative behaviour amongst students.

The effects of these unique circumstances on the mental wellbeing of teaching and non-teaching staff are presently poorly understood, and they need to be investigated and documented, as they may have long-term mental health consequences as well as implications for educational system (Ana & Marcantonio, 2020). Hence, this study sought to identify the emotional impact of COVID-2019 pandemic among teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria.

Statement of the Problem

Teaching and non-teaching staff are bedrock of any sound educational system just as education is to any developed nation. These individuals need to be in a good physical, psychological and emotional state to function effectively and achieve the goal of any educational programme such as that of Vocational Enterprises Institutes. Unfortunately, the surge of COVID-19 has prompted emotional effects on both teaching and non-teaching staff. Brooks et al. (2020) confirmed that, worldwide, the Covid19 pandemic has created an omnipresent psychological and emotional threats to the well-being of teaching and non-teaching staff in schools including Vocational Enterprises Institutes, Abuja. Nicola (2020) stressed that, the emotional impact of pandemic such as COVID-19 on teaching and non-teaching staff results to students feeling humiliated, scared and ultimately withdrew from concentrating during learning. These may have long-term mental health consequences as well as implications for educational system (Ana & Marcantonio, 2020). Hence, this study



sought to identify the emotional impact of COVID-2019 pandemic among teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria.

Aim and objectives of the study

The study aimed at identifying the emotional impact of COVID-2019 pandemic among teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria. The objectives of the study sought to identify the:

1. Emotional impact of COVID-2019 pandemic among teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria
2. Emotional impact of COVID-2019 pandemic among non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria

Research Questions

The following research questions were formulated to guide the study:

1. What are the emotional impact of COVID-2019 pandemic among teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria?
2. What are the emotional impact of COVID-2019 pandemic among non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria?

Hypotheses

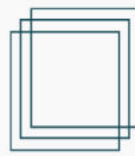
The following null hypotheses were formulated to guide the study and we're tested at .05 level of significant:

HO₁: There is no significant difference between the mean responses of male and female teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

HO₂: There is no significant difference between the mean responses of male and female non-teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

Methodology

The research design used for this study was the descriptive survey research design, specifically, using cross-sectional study. Maninder (2016) described cross-sectional study as the type that involves collection of data from a population at one specific point in time. This design is considered suitable for this study because, it enables the researcher to measures the emotional impact of COVID-19 pandemic among teaching and non-teaching staff at the same time. The population of the study is 182 respondents consisting of 91 males and 63 females teaching staff as well as 16 males and 12 females non-teaching staff from the six Vocational Enterprises Institutes, one



each from the six area councils in Abuja, Nigeria. Total population sampling technique was used to select the whole population of the study. The instruments used for data collection was Pandemic Emotional Impact Scale developed by Sarah et al. (2020). The instruments were designed on five points rating scale of: Never, Almost Never, Fairly Often, Often and Very Often with numerical values of 1, 2, 3, 4 & 5 respectively. Cronbach Alpha statistical method was used to determine the reliability index of the instrument and found to be .90. The study employed the use of weighted mean formula to answer the research questions and z-test to test the null hypotheses using GraphPad online z-test calculator. Decision on research questions was based on real limit of numbers while decision on the hypotheses was based on comparing z-value with p-value.

Results:

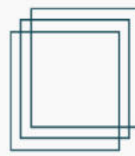
Research Question One

What are the emotional impact of COVID-2019 pandemic among teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria?

Table 1: Mean responses of male and female teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria

N₁=91, N₂=63

S/N	Items	\bar{X}_1	\bar{X}_2	\bar{X}_A	Remark
1	More worried about your finances	3.54	3.59	3.56	Often
2	More anxious or ill at ease	3.61	3.59	3.60	Often
3	Having more difficulty concentrating	2.63	2.87	2.73	Fairly Often
4	Being less productive	3.52	3.72	3.60	Often
5	More worried about your personal health or safety	3.10	3.31	3.19	Fairly Often
6	Being more bored	3.90	3.74	3.83	Often
7	More difficulty sleeping	3.47	3.43	3.45	Fairly Often
8	Feeling more lonely or isolated	3.40	3.32	3.37	Fairly Often
9	Feeling more down or depressed	3.84	3.98	3.90	Often
10	More worried about getting necessities like medications	3.89	3.86	3.88	Often
11	More worried about the health and safety of family members	3.83	3.97	3.89	Often
12	Feeling more frustrated about not being able to do what you usually enjoy doing	3.82	3.95	3.87	Often
13	More worried about possible lockdown	3.99	3.85	3.93	Often
14	Feeling more angry or irritated	3.82	3.98	3.89	Often
15	Feeling that the future seems darker or scarier than before	3.40	3.36	3.38	Fairly Often
16	Feeling more grief or sense of loss	3.88	3.90	3.89	Often
	Grand Mean	3.60	3.65	3.62	Often



Keys: N_1 = Number of male teaching staff, N_2 = Number of female teaching staff, \bar{X}_1 = Mean response of male teaching staff, \bar{X}_2 = Mean response of female teaching staff, \bar{X}_A = Average mean response of male and female teaching staff.

Table 1 revealed that, 5 out of the 16 items had average mean values between 2.73 to 3.45 while 11 items had average mean values between 3.56 and 3.93. This indicates that, the 5 items were fairly often experienced and the 11 items were often experienced emotional impact of COVID-2019 pandemic among teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria.

Research Question Two

What are the emotional impact of COVID-2019 pandemic among non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria?

Table 2: Mean responses of male and female non-teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria

$N_3=16, N_4=12$

S/N	Items	\bar{X}_1	\bar{X}_2	\bar{X}_A	Remark
1	More worried about your finances	3.66	3.95	3.78	Often
2	More anxious or ill at ease	3.60	3.76	3.67	Often
3	Having more difficulty concentrating	3.44	3.40	3.42	Fairly Often
4	Being less productive	3.65	3.79	3.71	Often
5	More worried about your personal health or safety	3.19	3.40	3.28	Fairly Often
6	Being more bored	3.88	3.83	3.86	Often
7	More difficulty sleeping	2.55	2.76	2.62	Fairly Often
8	Feeling more lonely or isolated	3.75	4.07	3.89	Often
9	Feeling more down or depressed	3.82	3.95	3.87	Often
10	More worried about getting necessities like medications	3.84	3.96	3.89	Often
11	More worried about the health and safety of family members	3.85	3.90	3.87	Often
12	Feeling more frustrated about not being able to do what you usually enjoy doing	3.77	4.04	3.89	Often
13	More worried about possible lockdown	3.87	4.05	3.95	Often
14	Feeling more angry or irritated	3.81	3.97	3.88	Often
15	Feeling that the future seems darker or scarier than before	3.31	3.25	3.28	Fairly Often
16	Feeling more grief or sense of loss	3.93	4.00	3.96	Often
Grand Mean		3.62	3.75	3.68	Often

Keys: N_3 = Number of male non-teaching staff, N_4 = Number of female non-teaching staff, \bar{X}_3 = Mean response of male non-teaching staff, \bar{X}_4 = Mean response of female non-teaching staff, \bar{X}_A = Average mean response of male and female non-teaching staff.

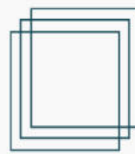


Table 2 revealed that, 4 out of the 16 items had average mean values between 2.62 to 3.42 while 12 items had average mean values between 3.67 and 3.96. This indicates that, the 4 items were fairly often experienced and the 12 items were often experienced emotional impact of COVID-2019 pandemic among non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria.

Hypothesis One

There is no significant difference between the mean responses of male and female teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

Table 3: Z-test analysis for the test of significant difference between the mean responses of male and female teaching staff on the emotional impact of COVID-2019 pandemic

Respondents	N	\bar{x}	SD	df	z-value	p-value	Remark
Male Teaching Staff	91	3.60	0.52	152	0.67	0.13	Not Significant
Female Teaching Staff	63	3.65	0.46				

Table 3 revealed that the p-value > 0.5, which implies that there is no significant difference between the mean responses of male and female teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria. Hence, hypothesis one was retained.

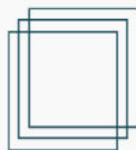
Hypothesis Two

There is no significant difference between the mean responses of male and female non-teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

Table 4: Z-test analysis for the test of significant difference between the mean responses of male and female non-teaching staff on the emotional impact of COVID-2019 pandemic

Respondents	N	\bar{x}	SD	df	z-value	p-value	Remark
Male Non-teaching Staff	16	3.62	0.54	26	0.71	0.22	Not Significant
Female Non-teaching Staff	12	3.75	0.53				

Table 4 revealed that the p-value > 0.5, which implies that there is no significant difference between the mean responses of male and female non-teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria. Hence, hypothesis two was retained.



Findings

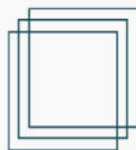
1. All the 16 items on The Pandemic Emotional Impact Scale were found to be the emotional impact of COVID-2019 pandemic fairly often and often experienced among teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria.
2. All the 16 items on The Pandemic Emotional Impact Scale were found to be the emotional impact of COVID-2019 pandemic fairly often and often experienced among non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria.
3. There is no significant difference between the mean responses of male and female teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria on the emotional impact of COVID-2019 pandemic.
4. There is no significant difference between the mean responses of male and female non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria on the emotional impact of COVID-2019 pandemic.

Discussion of Findings

Findings on the emotional impact of COVID-2019 pandemic among teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria revealed all the 16 items on the Pandemic Emotional Impact Scale were fairly often and often experienced. The findings agreed with the findings of Cao et al. (2020) that revealed 12 items to be the psychological impact of COVID-19 epidemic on college students in China. The educational implication of the finding is that; negative emotions among teaching staff as a result of COVID-2019 pandemic encourages negative behaviour amongst students. Hence, emotional impact of COVID-2019 pandemic among teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria is considered a serious threat requiring urgent attention.

Nevertheless, the z-test analysis for the test of significant difference between the mean responses of male and female teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria on the emotional impact of COVID-2019 pandemic revealed not statistical significant. This implies that, both the male and female teaching staff experienced similar emotional challenges due to COVID-19 pandemic. The finding is in disagreement with Sarah et al. (2020) who revealed that, women had higher average Pandemic Emotional Impact Scale scores compared to men.

Findings on the emotional impact of COVID-2019 pandemic among non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria revealed all the 16 items on the Pandemic Emotional Impact Scale fairly often and often experienced. The findings agreed with the findings of Grubic et al. (2020) that revealed 10 items to be students' mental health challenges in the midst of the COVID-19 pandemic. The educational implication of the finding is that; negative emotions among non-teaching staff as a result of COVID-2019 pandemic may lead to negative interaction patterns may affect



both teaching staff' well-being and students' development. Hence, emotional impact of COVID-2019 pandemic among non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria is considered a severe threat requiring urgent attention. Nevertheless, the z-test analysis for the test of significant difference between the mean responses of male and female non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria on the emotional impact of COVID-2019 pandemic revealed not statistical significant. This implies that, both the male and female non-teaching staff experienced similar emotional challenges due to COVID-19 pandemic. The finding is in disagreement with Sarah et al. (2020) who revealed that, women had higher average Pandemic Emotional Impact Scale scores compared to men.

Conclusion

Based on the findings from the study, it is concluded that insight into emotional impact of COVID-2019 pandemic among teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria is provided. The study revealed that, both teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria often experienced similar emotional challenges associated with COVID-19 pandemic. The findings of this study are particularly important for the development of effective emotional intelligence framework for the management of emotional challenges associated with COVID-19 for teaching and non-teaching staff in Vocational Enterprises Institutes.

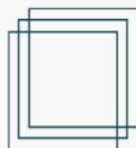
Recommendations

Based on the findings from the study, the following recommendations were made:

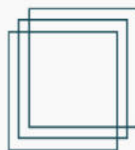
- [1] The education secretariat of the Federal Capital Territory, Abuja, Nigeria should develop an emotional intelligence framework for the management of emotional challenges associated with COVID-19 for teaching and non-teaching staff in Vocational Enterprises Institutes.
- [2] The education secretariat of the Federal Capital Territory, Abuja should organize workshop for teaching and non-teaching staff in Vocational Enterprises Institutes on the management of emotional impact of COVID-19 pandemic.

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**STUDENTS' PERCEPTION ABOUT THE USE OF SMART PHONE
TECHNOLOGY FOR LEARNING ACTIVITIES**

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ABSTRACT

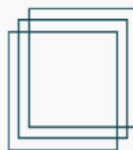
Smartphones have become the most influential technology in this century across the world and this technology effecting extremely on youth. The aim of this survey based quantitative study is to identify the students' views on the usage of smartphones for learning activities. For this study, sample is consisted upon 20 students was randomly taken from the Department of English University of Okara. The data were collected with the help of 5-point Likert scale questionnaire; they were seized objectively into the Micro-soft Excel 2013 and were analyzed descriptively. The results of this study presented that learners were found comfortable with the usage of smartphone for learning purposes. Most of the students enjoy their learning activities on smartphones. According to them usage of smartphone for education has qualified them to advance additional skills and practices outside the classroom. Most of the students agree that Smartphone enabled them to practice social media stage for class actions. Students were found psychologically and physically comfortable and active during learning activity on smartphone. This study provided the evidence that usage of smartphone helped them in their learning activities and effect positively on their learning progress.

Keywords: views of students, smartphones, effects of smartphones, learning activities, benefits of smartphones

Introduction and Background

Mobile phones have become a practically fundamental piece of day by day life since their quick development in the prevalence of last part of the 1990s, Ling (2004). A cross country review directed in 2010 indications that cell phones are the greatest important vehicle of correspondence for teenagers.

Presently, the utilization of smartphones performs sensational parts were taking everything into account. This was clear in progress of Masiu and Chukwuere (2018) they expressed that "The smartphone has likewise made students' lives simpler, as



they can get to their school data on the device through electronic learning (e-learning), and mobile learning (m-learning)."

Further Iqbal and Bhatti (2015) examined higher education learners' preparation towards mobile learning utilizing Technology Acceptance Model (TAM) in Pakistan and it was taken to endure that, learners have the correct aptitudes to utilize modern education; they will consider that it's simple to utilize a cellphone; and this additionally upgrades their apparent convenience of utilizing cellphone for educational activities.

In 2017 Sarfoah uncovered that, the most defendants emphatically differ to explanation that he found smartphone learning simple. It concludes that, the learners didn't think that its happy with utilizing a smartphone as an enhancement device for learning.

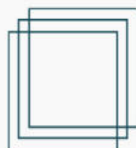
Ifeanyi and Chukwuere (2018) suggested that use of the cell phone by students has together a undesirable and beneficial result which depends upon how it can be used. Unexpectedly, Shai (2016) evaluated that utilization of the cellphone in the UG Physics Laboratory. Respondents certified that smartphone positively affected their examinations, for example, it "gives a powerful foundation on the lab security data, authoritative prerequisites and general information on material science lab gear" (p.33 as referred to in Sarfoah, 2018).

The usage of android phones in education has become the newest example in high level training where an single might not actually want a PC set to get to electric education supplies. The phenomenal positions of the android phone in education have been exposed by many makers, for instance, in progress of Valk, Rashid, and Elder (2010), that, android phones have prepared education more versatile, straightforward and have assisted with reducing a complete trademark ordinary examination corridor learning. For instance, a smartphone makes it achievable for students to get to informational supplies at any time, wherever and it is significantly monetarily insightful since this possibility is part of android phones.

According to Norries et al. (2011), smart-phones don't simply engage students to get to and get materials, yet too, can take images of dynamic thoughts that are told in lecture through the mobile cam on their smartphones so they can communicate them with strong contemplations later on, by and large in distance tutoring.

"Seen comfort (saw complexity) has been found to be a critical determinant of development use, both in an immediate and roaming way, and advancement customers have been shown to attempt to restrict their scholarly effort on their practices" (Cho, 2011). The maker further, construed that autonomously pupils grow the objective to use android phones in their educational movement, in case it supposedly is not hard to usage.

The author construed that the outcome of android phones on insightful execution or the education of learners is varied in with encounters Kibona and Mgaya (2015)



theorized that paying little mind to the phenomenal advantage of android phone in education it is taken as double shrill edge wherever by far greatest of the applications like WhatsApp, Facebook, and games, influence learners in Tanzania unfavorably in altogether level considering its addictive habit.

Numerous researches have occurred everywhere in the domain on the use of smartphones by the higher level learners in homerooms. A portion of models were study led by Walsh, White and Young (2010) in Australia, Ogunyemi (2010) in England, Beaver, Knox and Zusman (2010) in North Carolina, Baron and Campbell (2010) in Sweden, Balakrishnan and Raj (2012) in Malaysia, Hong, Chiu, and Huang (2012) in Taiwan, Lobo and Joshma (2013) in Mangalore, Suominen, Hyrynsalmi, and Knuutila (2014) in Finland. Be that as it may, research dependent on the equivalent is insufficient in developing nation like in Pakistan, Bangladesh, and India. This obviously shows that despite the fact that PDAs are quickly building up everywhere on the globe, inquiries of how well students are utilizing PDAs for learning activities, and effect of the mobile phone is as yet upcoming, which is a genuine hole that should be tended to in research. This exploration has been done in the University of Okara District Okara Pakistan. It presented the effect of cell phones on students learning progress and students response regarding the usage of the mobile phone for learning activities.

1.1 Objectives of the study are:

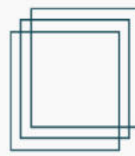
- To investigate the students perception about the use of smart phone technology for learning activities.
- To find out the effects of mobile phones on students' learning activities.

1.2 Research questions

- What is the students' perception towards mobile phone usage for learning purposes?
- How do mobile phones effects on students learning activities?

1.3 Significance of the study

In current era no one can deny with the importance of the mobile phone and other technologies in our daily life. In learning and teaching context mobile phone and other modern technology is playing important role. Through this study students' perception regarding the usage of the mobile phone for learning activities can be highlighted. Further, this study will create the awareness among the students regarding the usefulness of mobile technology for learning purposes. This study also presents the effects of mobile phones on students learning activities.



Methodology

This research contained upon the descriptive research plan. This investigation was led through a quantitative survey methodology wherein the scholar managed the questionnaires and gave out to 20 university understudies who had been self-assertively inspected. The individuals in this examination were the enlisted understudies in University of Okara Department of English Literature, who had cell phones. The explanation behind picking these understudies is because of the helpful availability of the participants as researcher is working in a similar branch of the university. The research site, part's stream and part's level have been portrayed beneath in table number 1.

The 5-point Likert-scale was applied for the assemblage of numerical information. The items in questionnaire going from strongly agree = 5, agree = 4, no opinion =3, disagree = 2, strongly disagree = 1 and it includes 20 items. The investigators physically pass in the information into Microsoft Excel 2013. The scholar utilized clear measurements to ascertain Percentages to break down the data. Tables were utilized to summarize the pointers. Descriptive statistics are used to arrange order and frame the data in a straight line. The questionnaire was sent to members through email, after filling by them they sent e-mail back to the researcher.

Findings

Questionnaire: Table number 1

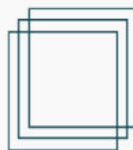
Note: Total numbers of participants are 20.

Level of students: University

Age: 20-26

Gender: male 10- female 10

No.	Statement	Strongly Agree	Agree	Neutral	Strongly disagree	Disagree
A1	I find the Smartphone very useful for learning activities.	50%	40%			10%
A2	Smartphone effects positively on learning activities.	40%	40%		10%	10%
A3	I find it simple to use smartphone for reading.		45%	5%	15%	35%
A4	Smartphone develop my listening skills during learning time.	33%	57%		5%	15%
A5	I think that it's simple to utilize the smartphone for recovery course material.	31%	59%			20%
A6	I don't experience specialized issue when utilizing Smartphone for learning.	17%	35%	8%	18%	22%



A7	My cooperation with the cellphone for education is clear and reasonable.	46%	34%	10%	12%	18%
A8	I find learning through smartphone long-lasting and easy to memorize.	32%	50%		8%	10%
A9	Smartphone helps me in smart learning.	23%	47%	8%		22%
A10	I took more part in learning activities when I use my smartphone for study purposes.	44%	50%			6%
A11	I enjoy the learning activities on smartphone.	24%	60%		6%	10%
A12	I find myself psychologically comfortable and active during learning activity on smartphone.	26%	54%	5%		15%
A13	I find myself physically comfortable and active during learning activity on smartphone.	21%	29%	10%	12%	28%
A14	It helps me in rapid contact to info online.	44%	43%	5%		8%
A15	Utilizing the smartphone for learning has empowered me to pick up additional abilities and encounters outside the study hall.	31%	49%		3%	17%
A16	Smartphone empower me to record addresses conveyed by my teachers.	12%	48%	13%	10%	17%
A17	Smartphone empower me to utilize online media stage for class exercises.	31%	44%	5%	10%	10%
A18	I generally utilize my smartphones more for messing around and getting to web-based media stages as opposed to utilizing it for learning.	20%	27%	3%	12%	38%
A19	From time to time I am not ready to focus in lecture on account of my cellphone.	27%	43%	4%	6%	20%
A20	Utilizing smartphone for education ingests a ton of information group which increment my use.	33%	47%	5%		15%

Students' perception about using smartphone for learning activities

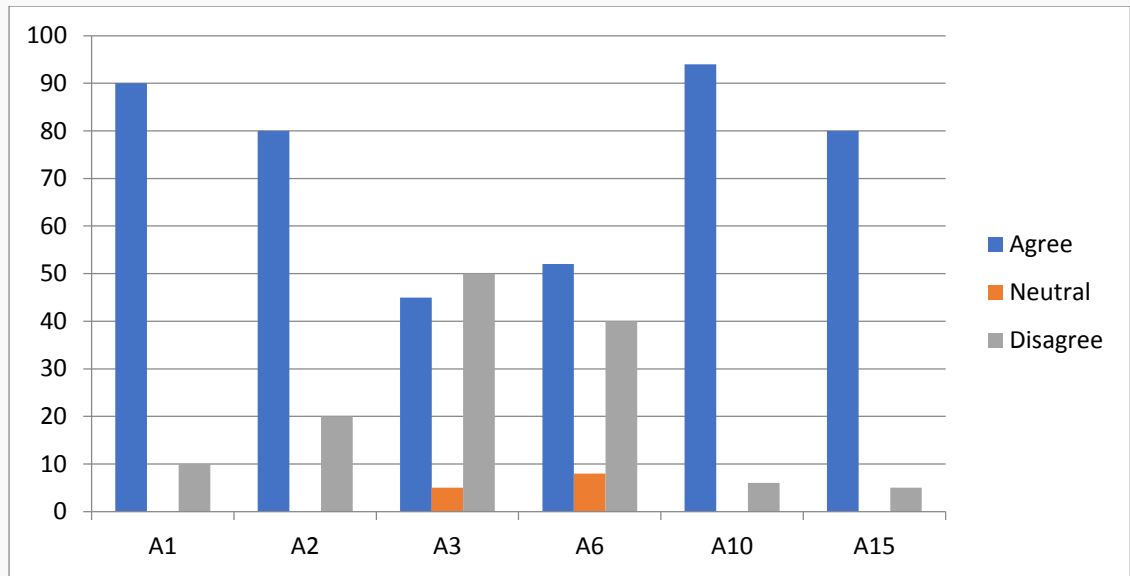
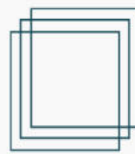


Figure 1 Students' perception about using smartphone for education activities

Effects of cellphone on students learning activities

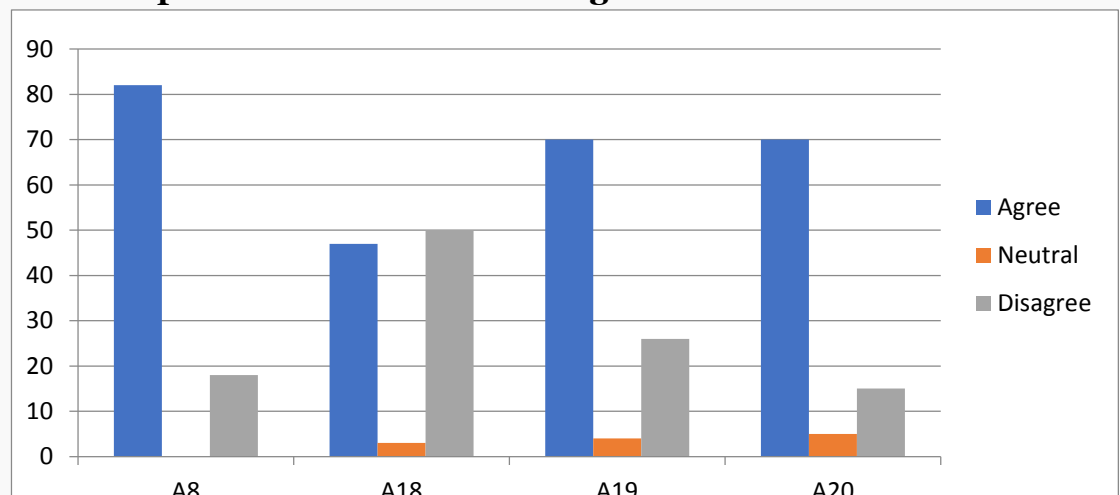
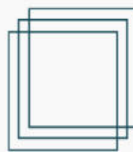


Figure 2 Effects of smartphone on students' education doings

Interpretation and Discussion

It is evident from Table 1 that 90% respondents find the Smartphone very useful for learning activities while only 10% were not agree with this. Regarding the positive effects of mobile on learning activity 80% were found agree and only 20% were found disagree that smartphones did not affect positively on their education activities. In the use of cellphones for reading activities only 45% were found comfortable on the other side, 50% were found disagree with this. According to 80% respondents' smartphones develop their listening skills. On the declaration "I do not encounter technical problem when using Smartphone for learning" 52% respondents approve that while



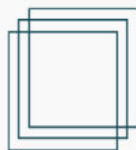
using smartphones they have to bear the problems. Further 82% Participants agree that it is easy to memorize learning actions with the help of andriodphones. 70% participants of the study agree smartphones help them in their smart learning. Additionally, considerable participants agree that they took more part in learning activities when they use their smartphones for learning purposes. According to the 84% respondents they enjoy learning activities on smartphones and majority of the participants agree that they find themselves physically and psychologically comfortable whenever they did learning actions with the help of android phones. Moreover, 83% students were found agreed that smartphones help them in fast contact to material online. Majority, of the students 80% indicating that utilizing the cell phone for learning has empowered them to pick up additional abilities and encounters outside the study hall. It can also be seen that smartphones help the students in the recording of lectures, 60% were found agree with this and only 20% were found disagree with this statement. Regarding the effects of using smartphone, it enables the students to use the social-media stand for class actions. According to 47% respondents, the most contradictory effect of using smartphone is the excessive use of smartphone for messing around and getting to online media stages as opposed to utilizing it for learning on the other side 50% students were found disagree with this. Further, it is indicated with the 70% respondents that sometimes using the smartphone create disturbance of attention in class. Also from the responses, it is gathered that utilizing the cell phone for learning exercises burns-through a great deal of information group which increment their use.

CONCLUSION

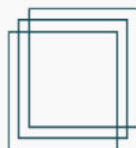
Smartphones have great value in this current time, no one can deny with the value of modern technology like smartphone in our daily life. In educational content for teachers and learners it is no less then blessing of the time. As this study indicated that students feel very ease in when they use smartphone for learning purposes. Students feel joy and mentally or physically the feel comfortable and active during the learning activities on smartphone. Further students believed that they took more part in learning activities and they give more time to learning activities when they use smartphone for learning purposes. Additionally, this study also presents that smartphone effects positively on the learning progress of students.

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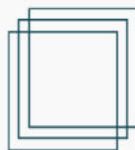
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**THE IMPORTANCE OF HOTEL BUILDING ARCHITECTURE FOR THE
DEVELOPMENT OF TOURISM IN UZBEKISTAN**

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ABSTRACT

This article explains the importance of hotel architecture in the development of tourism in Uzbekistan. The importance of the formation and development of hotel and residential architecture in the development of tourism in Uzbekistan is highlighted today.

Keywords: tourism, hotel, hotel building architecture, nationalism and modernity, architectural forms and decorations, public buildings, residential buildings, comfort and convenience.

Introduction

It is difficult to imagine the architecture of modern hotel buildings in Uzbekistan today without the newly built and under construction hotels in the country. They play an important role in shaping the architecture of the tourism industry.

For the development and future of the architecture of Uzbekistan, the work done so far in this area should be scientifically analyzed, summarized and appropriate conclusions should be drawn.

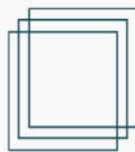
If we look at the scale of the creative work of our architects, we can feel the enormous future development of Uzbek architecture over the past decade. It should be noted that the ideological aspects of architecture, nationalism and modernity are combined.

One of the unique directions of the architecture of the years of independence of Uzbekistan is the implementation of the principles of national and national architecture, taking into account the principles of development.

Materials and methods. The article discusses the formation and development of the architecture of hotels and residential buildings in the development of tourism in Uzbekistan on the basis of systematic, logical, functional analysis, comparative, statistical analysis.

However, the following sources were used to cover the article:

□ Raximov Z.O. Socio-economic problems of hotel industry development in the field of tourism.// Monograph. - Samarkand: SamISI, 2021. 212 pages.



□ Kulnazarova Z.B. Prospects for the future development of architecture in Samarkand. Monograph. - Samarkand: SamDAQI, 2021. 120 pages.

Results

It is difficult to imagine the architecture of modern hotel buildings in Uzbekistan today without the newly built and under construction hotels in the country. They play an important role in shaping the architecture of the tourism industry, as most of them have a main façade facing the street and are often built in two storeys.

The architecture of such hotels can be divided into three groups according to their appearance:

- 1) Hotels built entirely on the traditions of our national architecture;
- 2) Hotels built on the principles (methods) of modern architecture;
- 3) Hotels with mixed architecture;

The architecture of the first group of hotels is characterized by more national architectural forms and decorations, and the facade consists mainly of tile patterns, vinegar majolica and rivets.

The second group of hotels is characterized by wide glass facades, embossed entrance - the "threshold", the chair, the body and the artistic finish of the building.

The architecture of the third group of hotels is a combination of the above qualities.

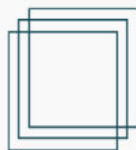
Almost 70% of hotels have summer and winter lounges. In some hotels, even the area of the summer part is slightly larger than the winter hall. We need to understand this, because most of our hot days take place during the summer, and usually in the spring and autumn there are more visitors than in the winter..

Discussion

On the thresholds of public buildings of the former Soviet Union and the period of independence, the main entrance of the building has a special architectural relief, ie it is a separate form from the style of the building, or the threshold is glazed to the height of the building. We need to recognize this as a progressive tradition of threshold composition in modern architecture.

Today, the architecture of the hotels is very different from that of the former Soviet Union, with its size, architectural and artistic solutions, and finally its convenience. These hotels are usually built as 1-4 storey, cozy and comfortable courtyards. The courtyard and the hotel have basic functional amenities such as parking, corridor, storage, basement, sauna (bath), summer and winter kitchens, living rooms, study.

It is gratifying that in the years of independence in the architecture of modern private hotels, the national architectural traditions of our people, formed over the centuries, have been consistently continued. Most hotels are built on private projects. As a result, during the years of independence, a new architectural style is emerging in the



architecture of hotels. The architecture of hotels built in Uzbekistan is an example of this.

The average height of private hotels built in Uzbekistan during the years of independence is 1-4 floors. This is not enough for the new part of Uzbekistan. In particular, it is necessary to increase the number of storeys in the central part of the country. To do this, first of all, it is necessary to plan the construction of high-rise and high-comfort modern "Elite" housing in the area up to the streets close to the center, which is full of low-rise dilapidated, uninhabitable courtyard houses.

Our architects are responsible for solving a number of problems, such as making hotels bigger, summer rooms and porches more comfortable, designing kitchens for national cuisine, earthquake-resistant construction, landscaping around hotels with gardens, orchards, canals. is one of the most responsible and urgent tasks.

CONCLUSION

If we look at the scale of the creative work of our architects, we can feel the enormous future development of Uzbek architecture over the past decade. It should be noted that the ideological aspects of architecture, nationalism and modernity are combined.

ACKNOWLEDGEMENT

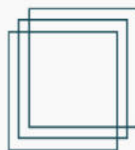
One of the unique directions of the architecture of the years of independence of Uzbekistan is the implementation of the principles of national and national architecture, taking into account the principles of development.

In view of the above, we present our proposals for the construction of hotels in the national and modern harmony in the development of tourism:

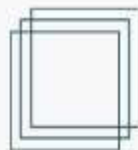
- In the future development of Uzbekistan, in consultation with experts, we propose to include the construction of high-rise hotels in urban centers in the master plan of urban development;
- Central streets need to be widened;
- It would be better to build high-rise buildings and hotels instead of low-rise buildings on the streets of city centers.

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THE IMPROVEMENT OF ENGLISH TEACHERS AND IN-SERVICE TRAINING INSTITUTIONS

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Abstract

A key feature of any training course is the approach taken. On this course, we used a collaborative approach viewing the participants as experts in their own contexts and tried to create an atmosphere in which sharing, thinking and exploring were the cornerstones of this article. There is given a brief description of the approach to the training. As well as, the present study attempts to investigate the effect of applying in-service trained teacher on the Uzbek students' English achievement. Uzbek students, lacking of a plausible and effective method to teach English, encounter with a lot of English using difficulties which influence their language abilities.

Keywords: in – service-training institution, good educational system, complex responsibility, developed English proficiency,

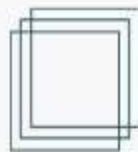
In all country, there is a good educational system, infrastructure. In addition, certainly, Uzbekistan has own modern educational system. During the developing time, every country emerged some of drawbacks as in Uzbekistan too.

According to Huttova/Silova (2002), in-service training institutions have not changed much since the collapse of the former Soviet Union. From that time at the public schools were held grammar translation method for teaching pupils. That approaches were also good, but nowadays, it is very important to study and work by communicating with another countries. Teachers should teach the young generation with new modern pedagogical technologies with authentic materials. Since ten years were developed English proficiency testing systems as IELTS, TOEFL and CEFR. It is a good point. However, there are some problems with schoolteachers. I think, there is less effect teaching on training institutions.

The main goal of this proposal to develop and change the infrastructure of In – service training institution and develop English teachers' teaching competence without being absent from their classes, step by step on the base of micro and macro levels.

In addition, the present study attempts to investigate the effect of applying in-service trained teacher on the Uzbek students' English achievement. Uzbek students, lacking of a plausible and effective method to teach English, encounter with a lot of English using difficulties which influence their language abilities.

In-service training programs are intended to keep practicing teachers up-to-date and or to address the issues, which occur in their practical teaching. Given the importance

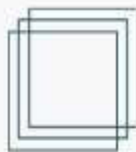


of this mandate and the time and budget put into these programs, it is necessary to An Investigation of the Effectiveness of English Teachers' In-Service Training on the decree of №1875 by the order of president of the republic of Uzbekistan.

In language teaching and learning, one of the main problems of Uzbek students as EFL students is the problem of disabling to use English effectively in their communication. Most of students in public schools, from elementary level to advanced level, basically do not have adequate English language competence and performance to express themselves in different situations or contexts fluently and accurately. In other words, they cannot communicate in English. In some extent, it seems that it is partly due to the dominance of the traditional ways of teaching in the educational system (i.e., the textbooks, assessment system, teachers' methods and techniques). In spite of the importance of language skills (reading, writing, speaking and listening), they are neglected by language teachers and curriculum system. Otherwise, a big problem in language teaching which students encounter is the inadequate and incompatible tasks in their curriculum textbooks which do not give them enough practice in their language skills which they need in their future academic or occupational careers. The textbooks somehow include a lack of communication tasks to motivate learners with a purpose for doing them eagerly.

It is important to highlight the role of in-service training program as a necessary response to the development of scientific literacy of students through experimental work practices of teachers in their classrooms (Madaleno, 2010; Reis & Santos, 2016). One of the most significant current discussion in applying in-service teacher training was to emphasize the difficult and complex responsibility of teachers, and the development of teachers' minds and skill because their contribution to education and the society's morals and values is particularly crucial. Therefore, to enhance teaching effectiveness, there is an essential need of upgrading the staff and teachers' skills and knowledge. The need for in-service training or staff development program for teachers plays an essential role in successful education reform. It also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development. In developing the professionalism status of teachers, the training program such as in-service training should not run away from the reformation that occurs (Zulkifli Che Omer, 2014). Moreover, considering the emphasis and importance placed on in-service training program for teachers, the researcher of the present study felt the urge and need to investigate the Uzbek teachers' education.

I agree with the words of Kaplan (2010) that "Language planning is an activity, most visibly undertaken by government (simply because it potentially involves such massive changes in society) intended to promote systematic linguistic change in some community of speakers. The reasons for such change lie in a reticulated pattern of structures developed by government and intended to maintain civil order and



communication and to move the entire society in some direction deemed good or useful by government”. Teachers, educators should work hard independently engaging with more self-studies. In addition, introduce with foreign countries educational system as well. Not only teachers, but learners also should work hard, study well, even should go to the extra curriculum classes, to the English language libraries.

To sum up, I think, teachers should not depend on readymade handouts, materials, but should improve their knowledge, point of views with introducing foreign countries methods and approaches. As you know more experience, more getting knowledge. Teachers and educators should try to get English proficiency test bands also. Certainly, these level tests show their knowledge. At last, teachers need more experience in the classroom. In addition, we should develop the In-service training Institutions too.

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